



# BOLD



## *Blended Online Learning Design: Shaken not Stirred*



Mike



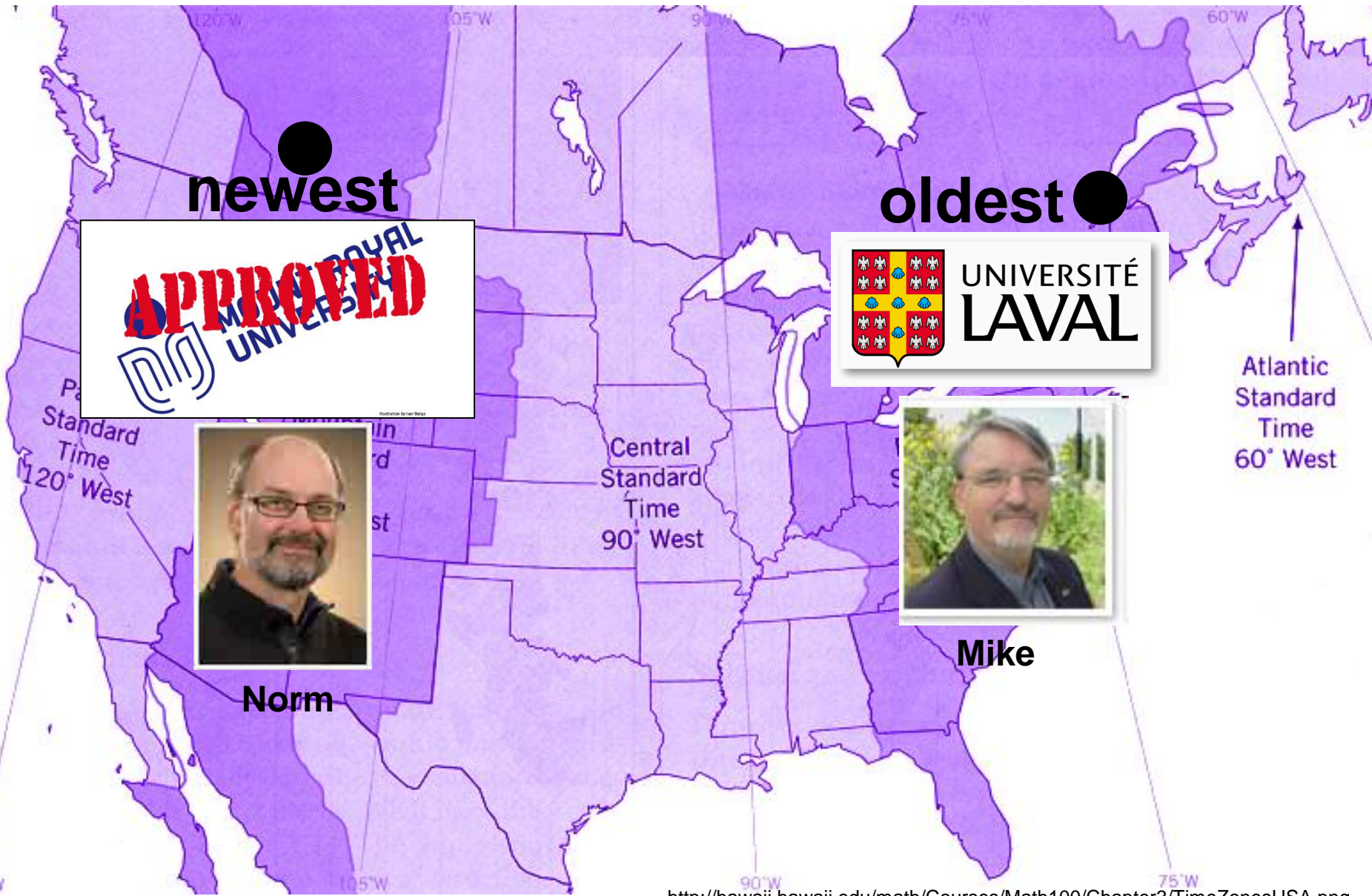
Norm

# Session Overview

- Context
- Blended Online Learning
- Pilot Study
- BOLD Research Network



# Where we **work**



Subject



***Blended Online Learning Design:  
Shaken not Stirred***

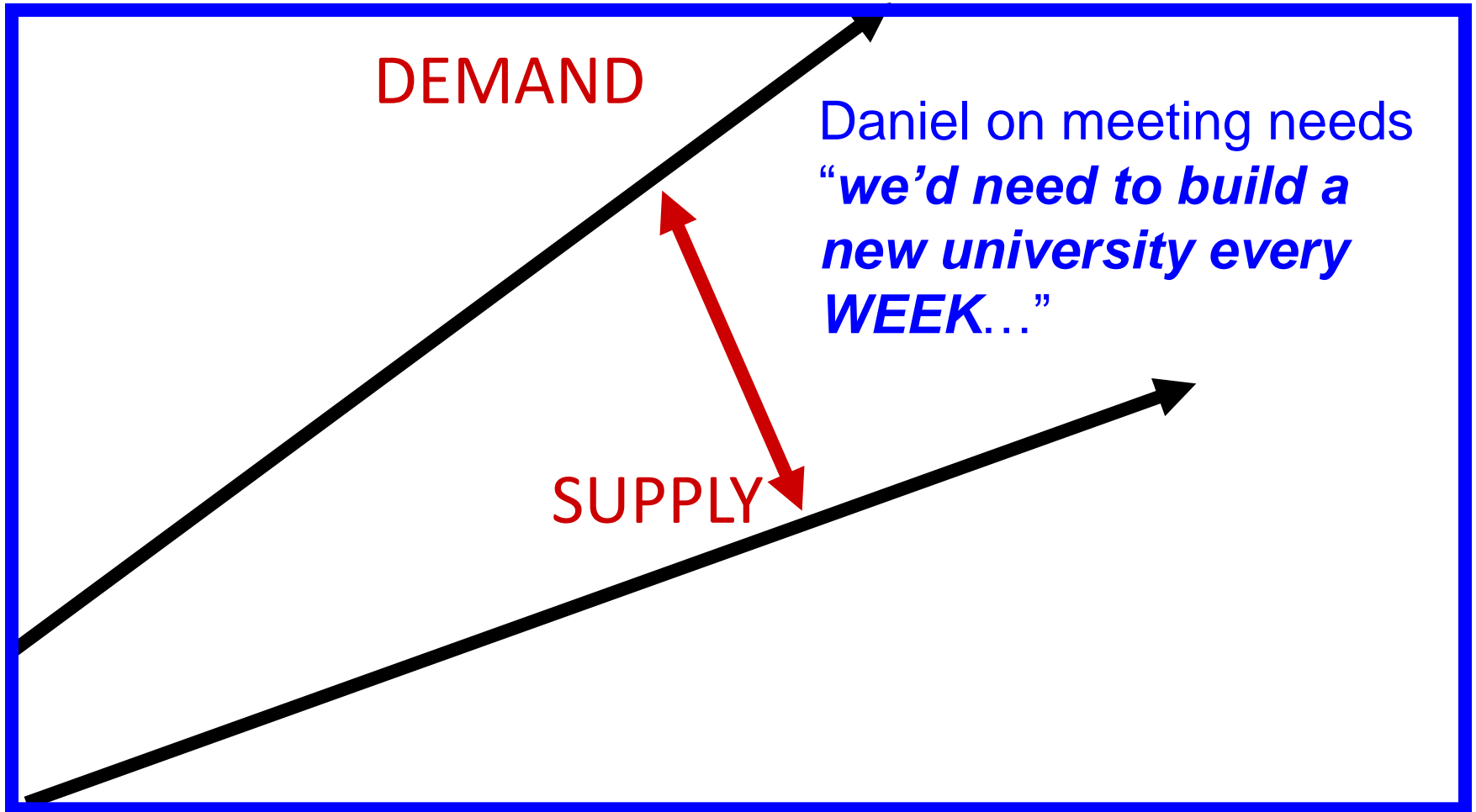






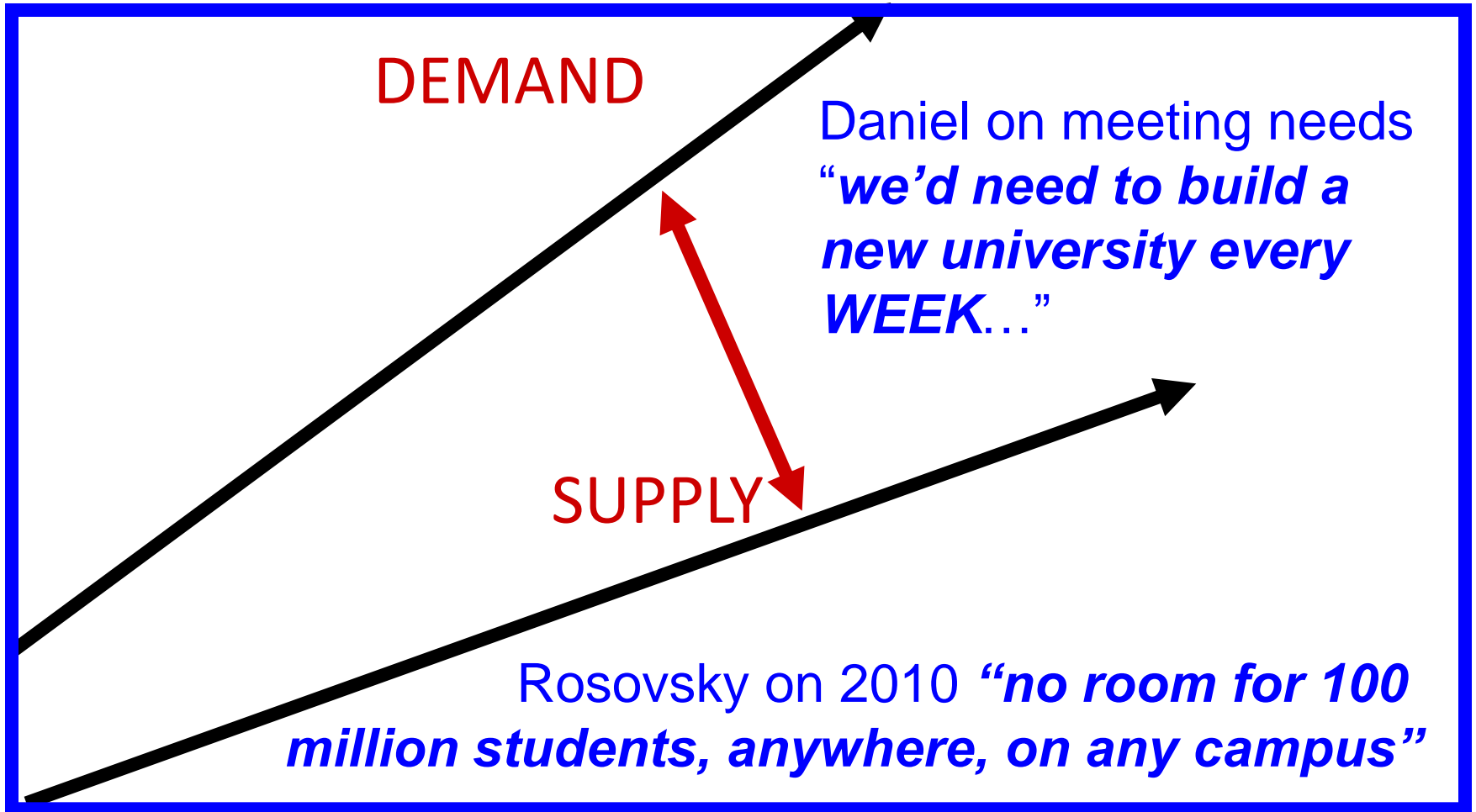


# OBHE - OLCOTT





# OBHE - OLCOTT



*But are faculty ‘stirred’ (to action)?*



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[http://upload.wikimedia.org/wikipedia/commons/1/16/5th\\_Floor\\_Lecture\\_Hall.jpg](http://upload.wikimedia.org/wikipedia/commons/1/16/5th_Floor_Lecture_Hall.jpg)

# *Or is it Business-as-usual?*





# Sammons & Ruth (2007)

- Where are regular (full-time) faculty in Online Learning?
- OL is “mostly an adjunct phenomenon”.



# Why previous attempts at 'stirring faculty' have not worked

- **Distance Education**: traditionally low degree of faculty buy-in; never went '**mainstream**';
- **Online Learning** (24/7, anywhere, anytime version): **even lower faculty buy-in** due to time- and effort-consuming front-end design requirements and low motivation re delivery;
- **Blended Learning**: **does not even address the needs of the off-campus/out-of-province, out-of-country students.**

So... what DO we do?



OMG CRITTERS.COM

A world map with a dark blue background and green landmasses. Numerous small, colorful pins (red, yellow, green, blue) are scattered across the map, primarily concentrated in North America, Europe, and Africa, representing global participation or research locations.

# BOLD

Blended Online  
Learning Design

E-learning  
intégral

English >

Français >

[www.bold-research.org](http://www.bold-research.org)

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*Partout dans ce site, le masculin est utilisé sans discrimination et uniquement pour alléger le texte.*





2<sup>nd</sup> Generation  
Online Learning

# BOLD

Blended Online  
Learning Design

E-learning  
intégral

English >

Français >

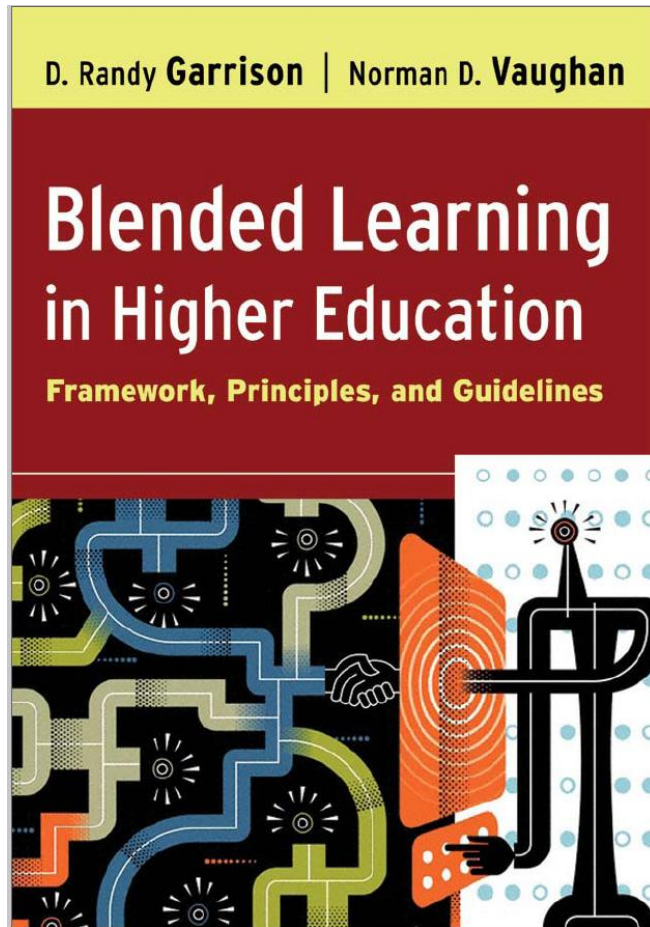
Who?  
What?  
Where?  
When?  
Why?

[www.bold-research.org](http://www.bold-research.org)

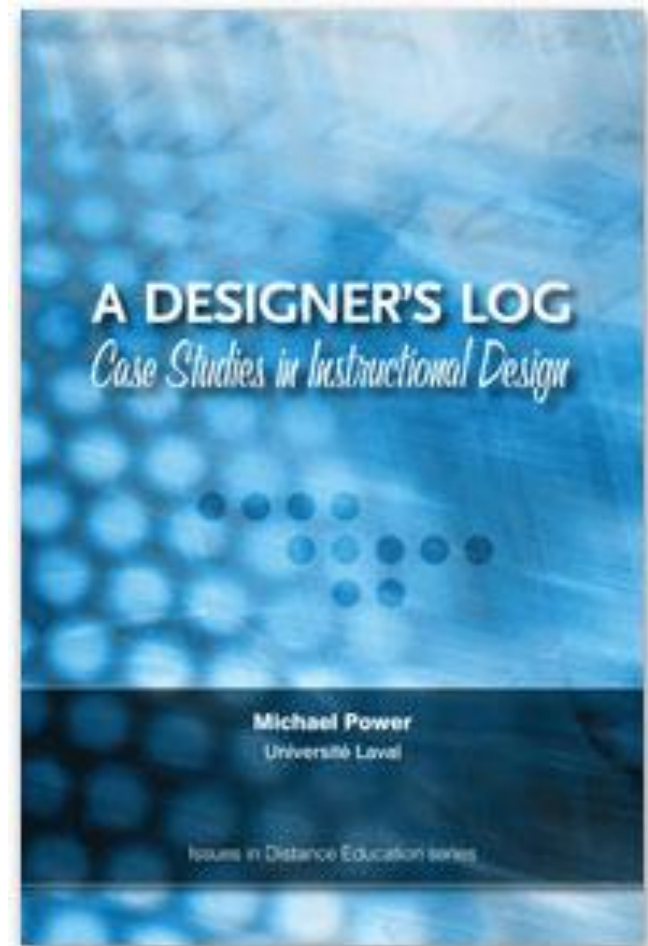
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*Partout dans ce site, le masculin est utilisé sans discrimination et uniquement pour alléger le texte.*



# Based on... (+ a lot of others)



Garrison & Vaughan, 2008  
Jossey-Bass



Power, 2009  
Athabasca University

# A Blended Online Learning Design

**ON-CAMPUS** DESIGN & DELIVERY

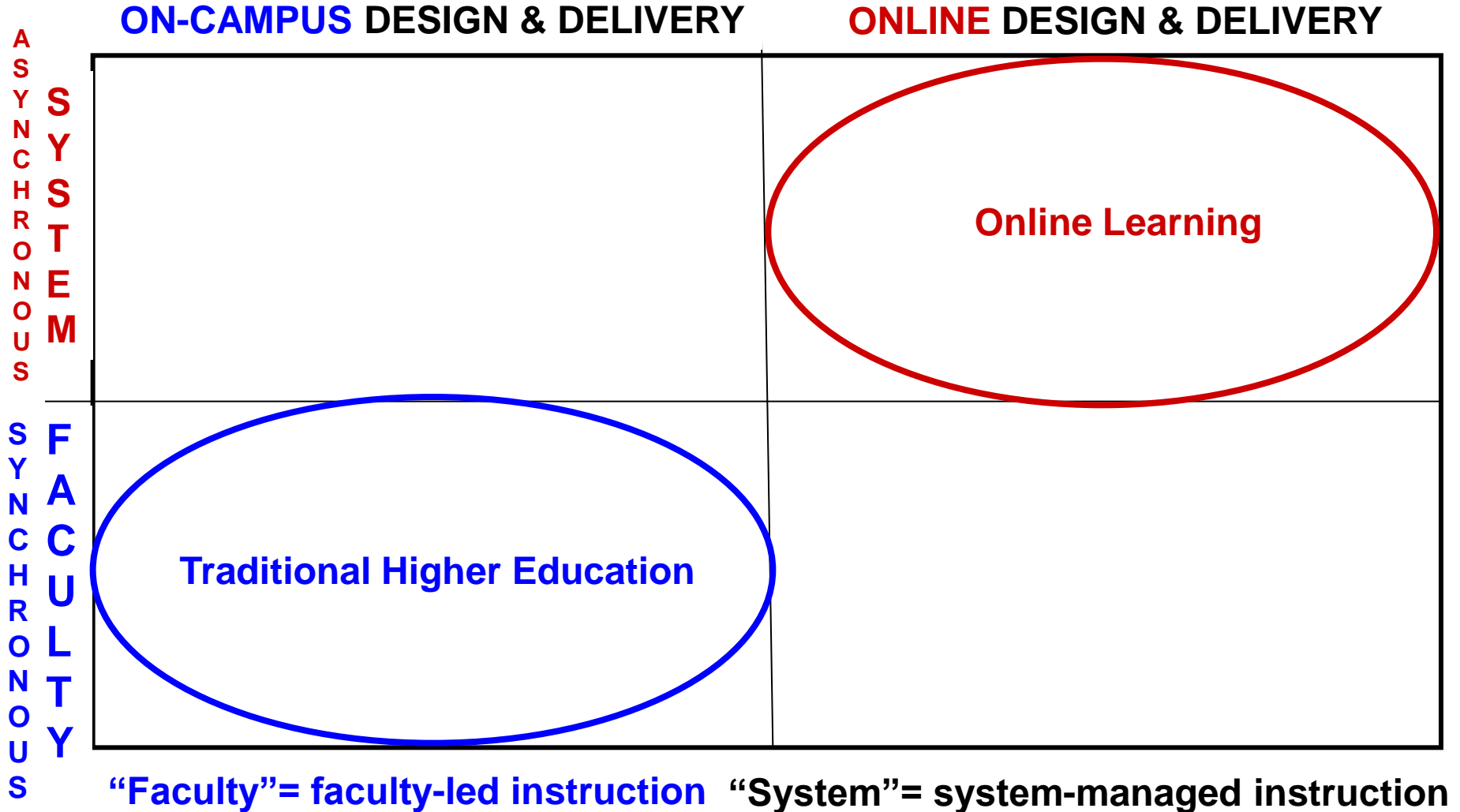
**ONLINE** DESIGN & DELIVERY

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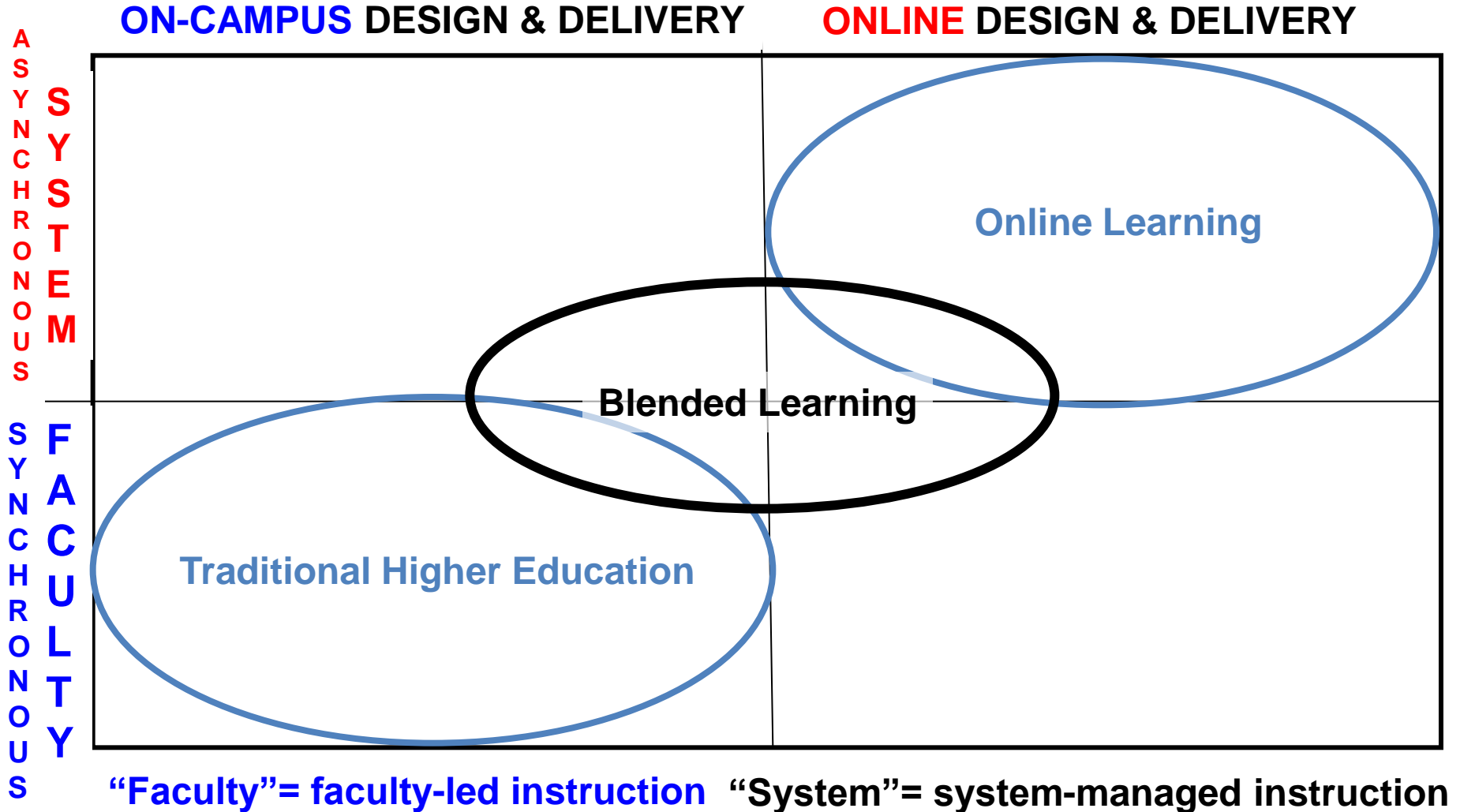
**Traditional Higher Education**

**“Faculty”= faculty-led instruction**

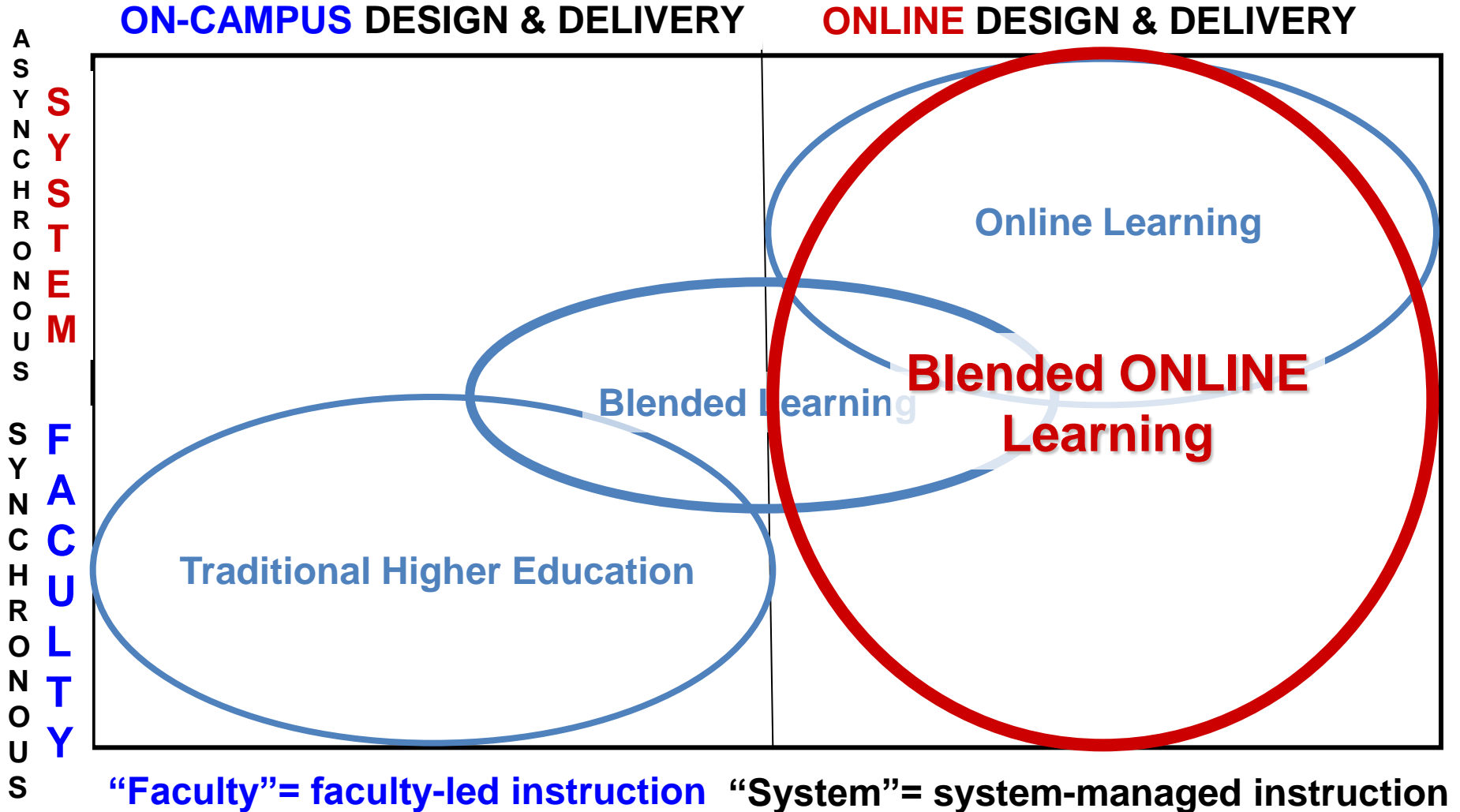
# A Blended Online Learning Design



# A Blended Online Learning Design



# A Blended Online Learning Design

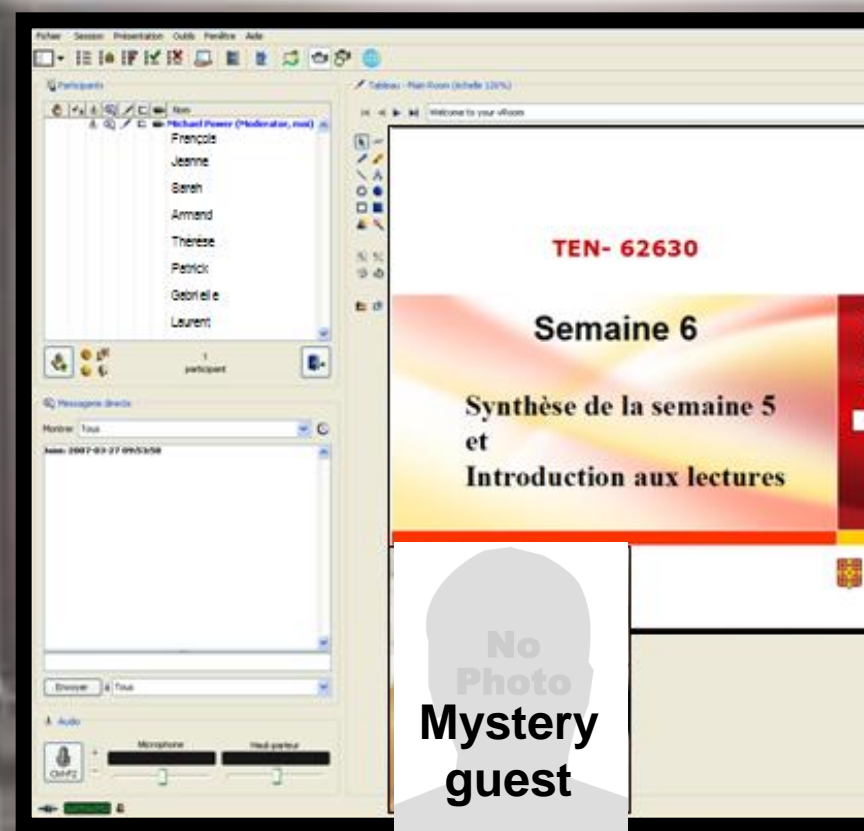


# A Blended Online Learning Design

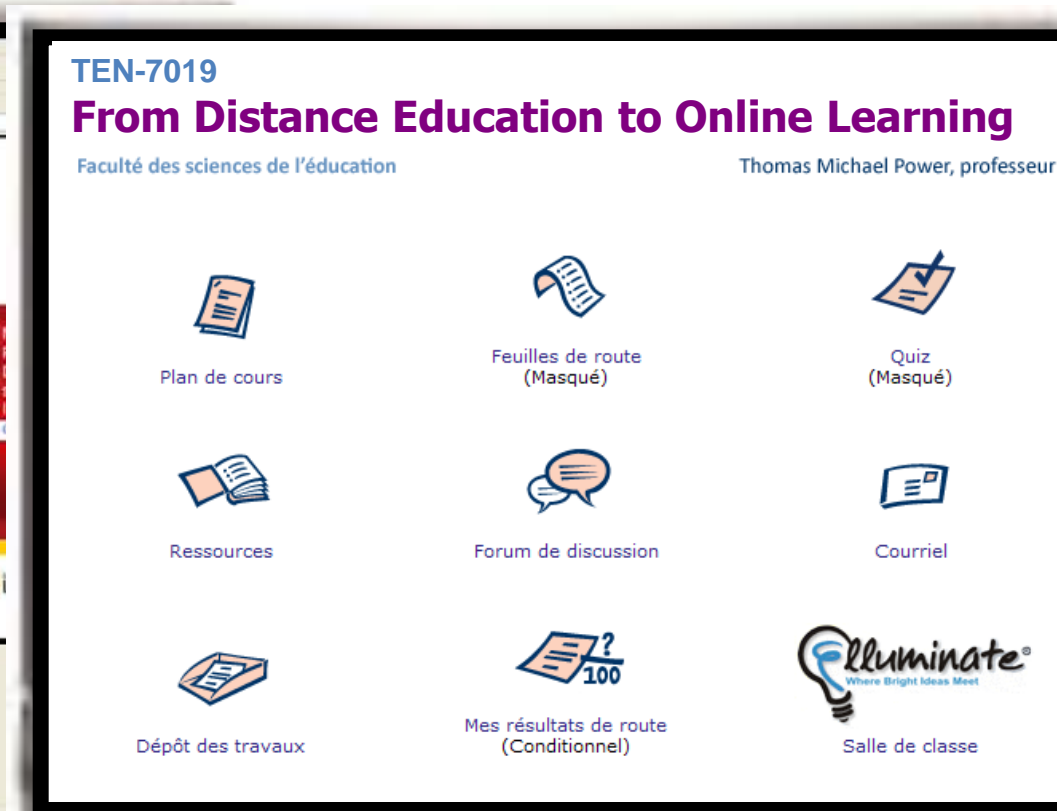
...is the simultaneous and complimentary **integration** and implementation of an **asynchronous** -mode learning environment (i.e. a course management system, or CMS) and a **synchronous** desktop conferencing environment” (i.e. a virtual classroom).



# A Virtual Classroom + A Basic Web site

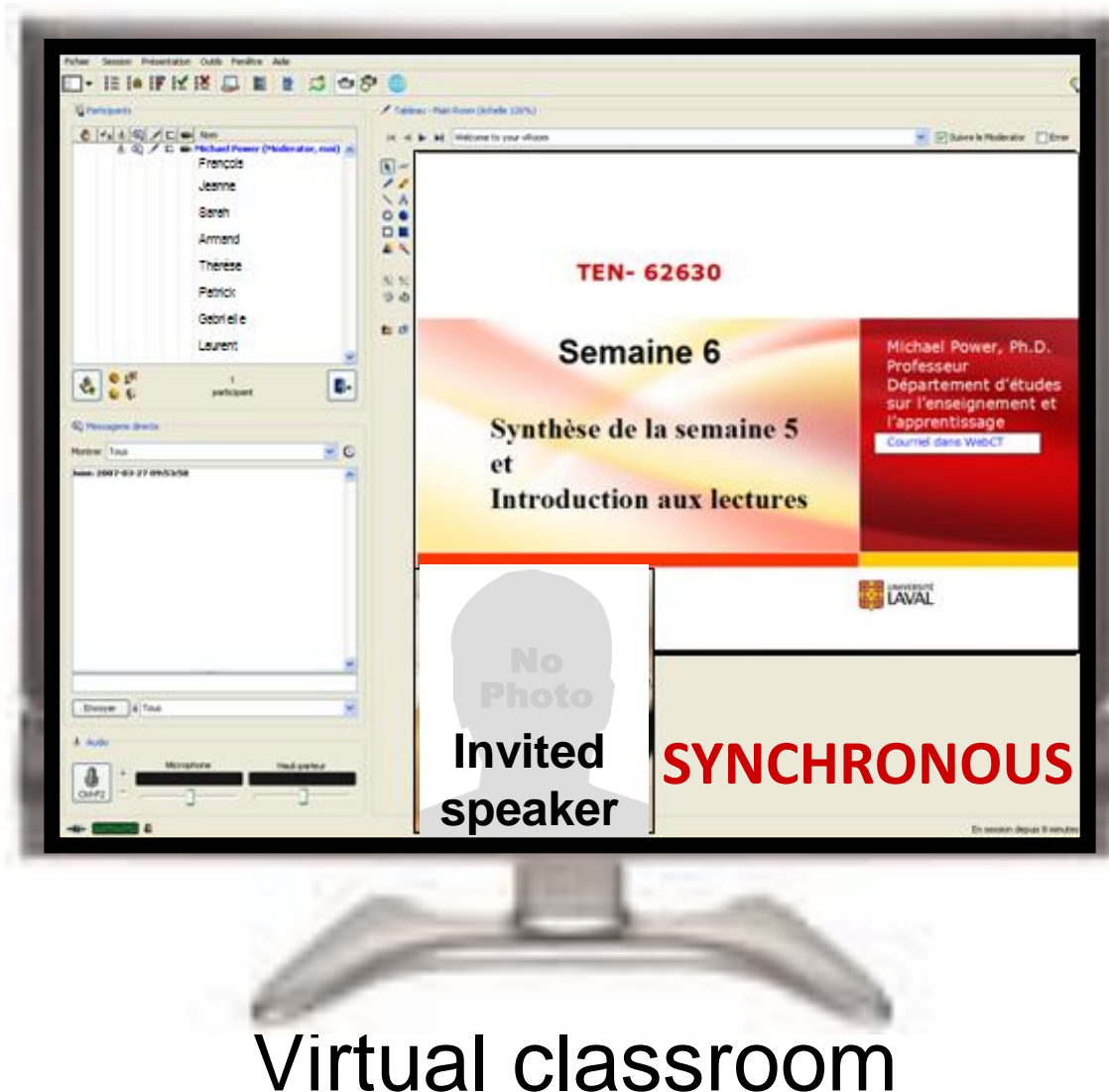


Virtual classroom  
**SYNCHRONOUS**

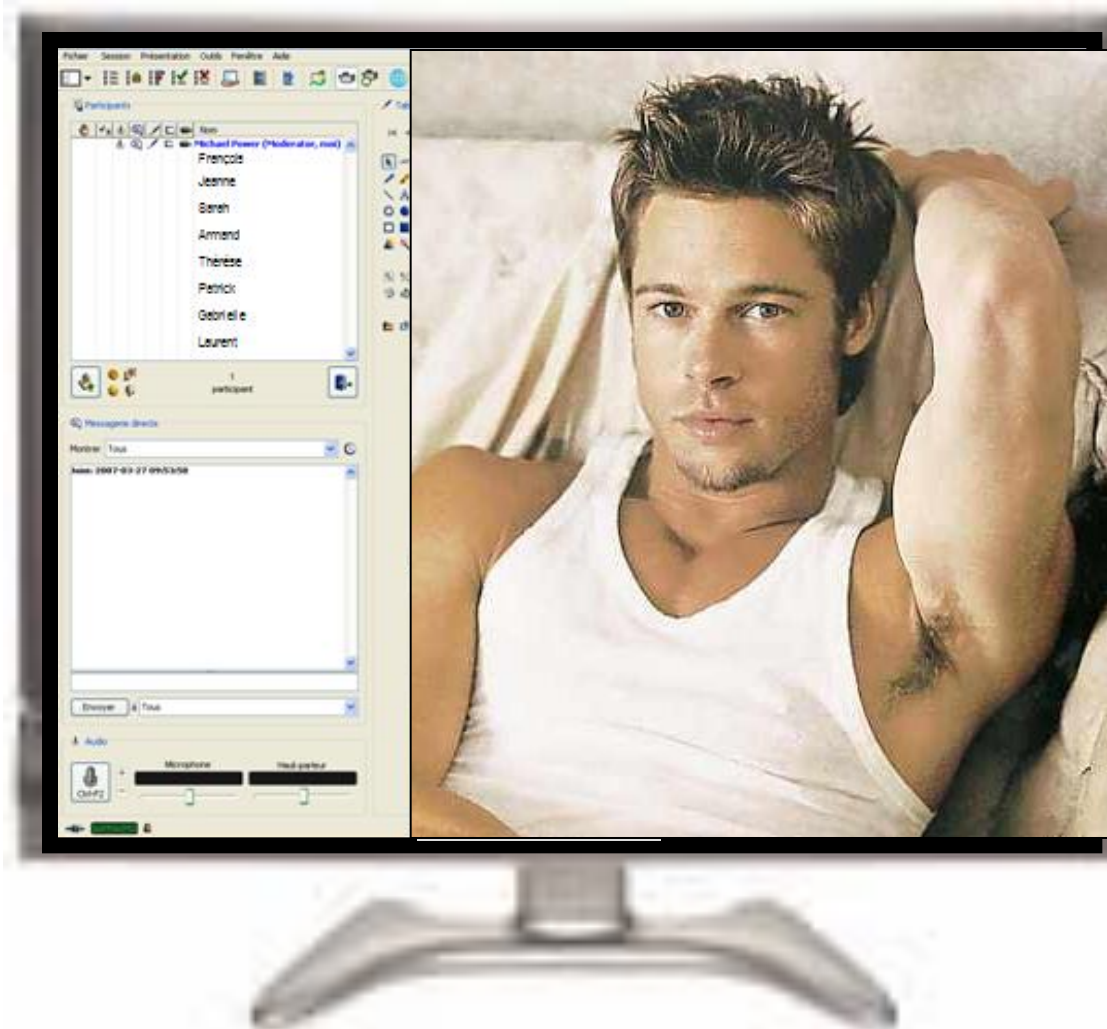


LMS  
**ASYNCHRONOUS**

# A Virtual Classroom



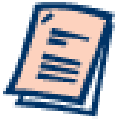
# A Virtual Classroom



Virtual classroom

# A Basic Web Site

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Syllabus



Study Guide



Quiz



Resources



Forum



Email



Deposit

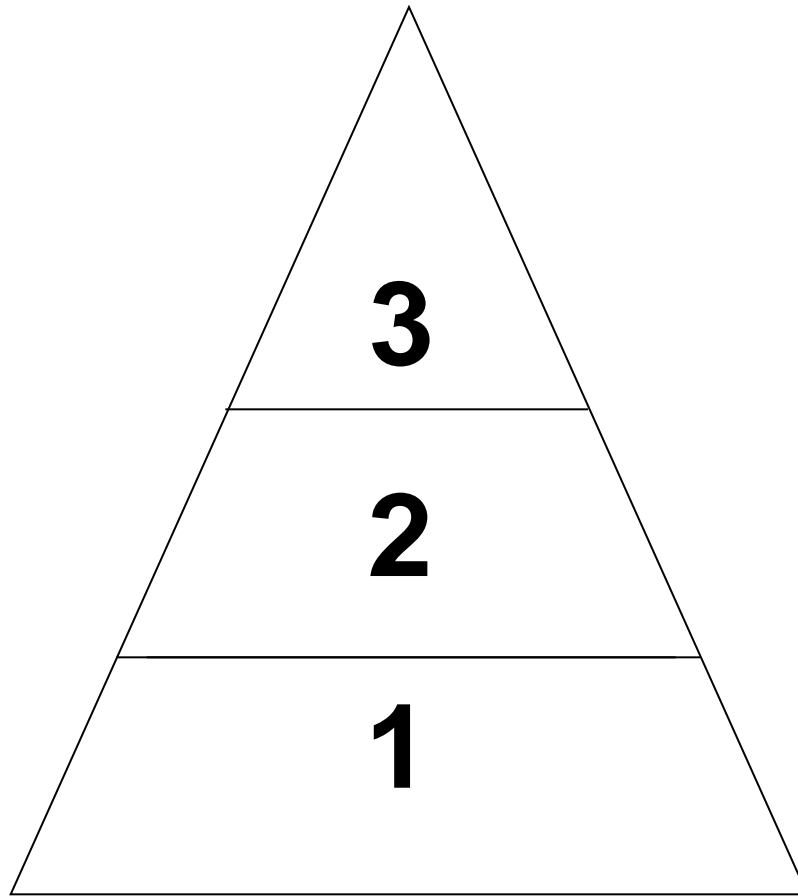


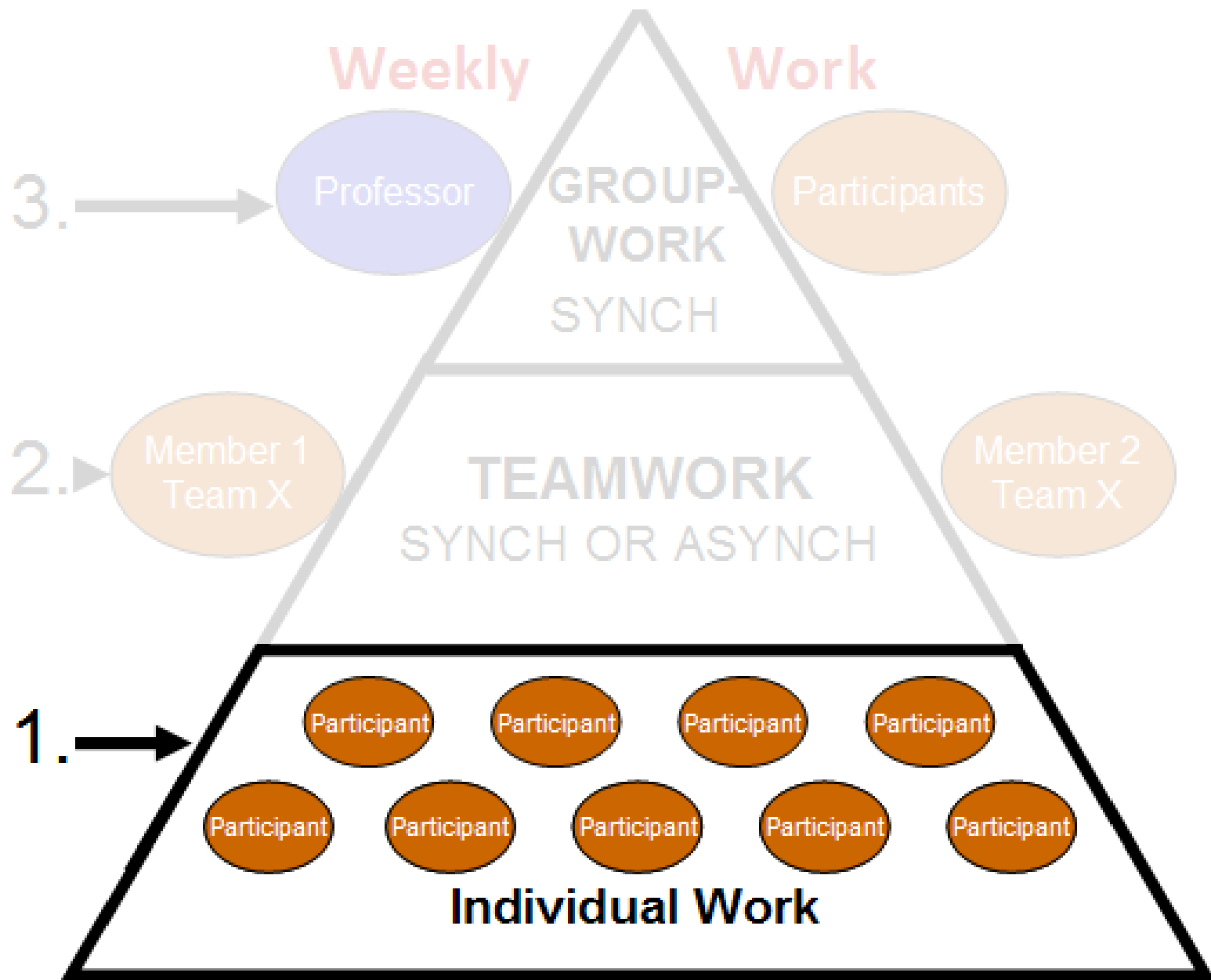
My Results



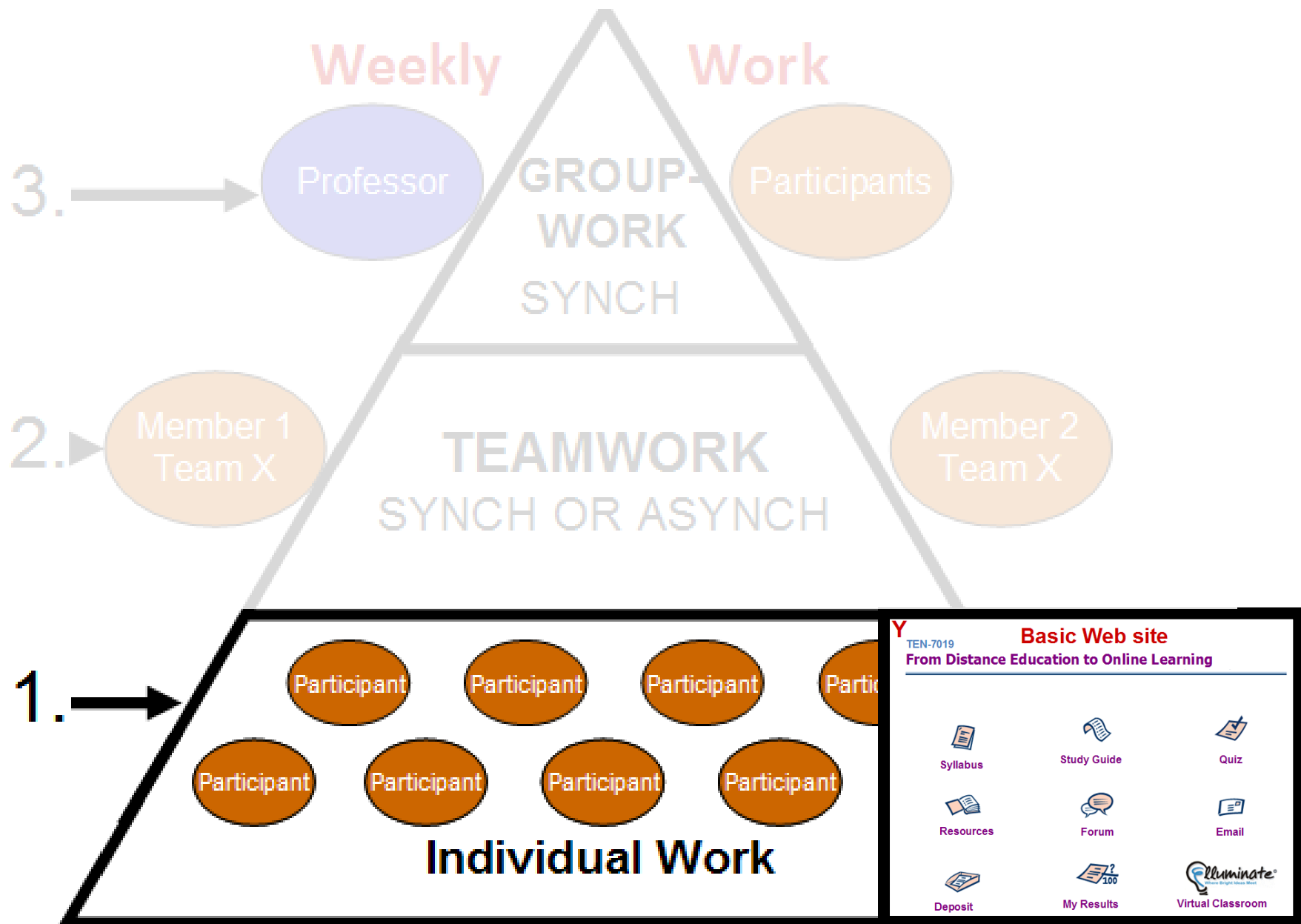
Virtual Classroom

# A typical BOLD graduate seminar



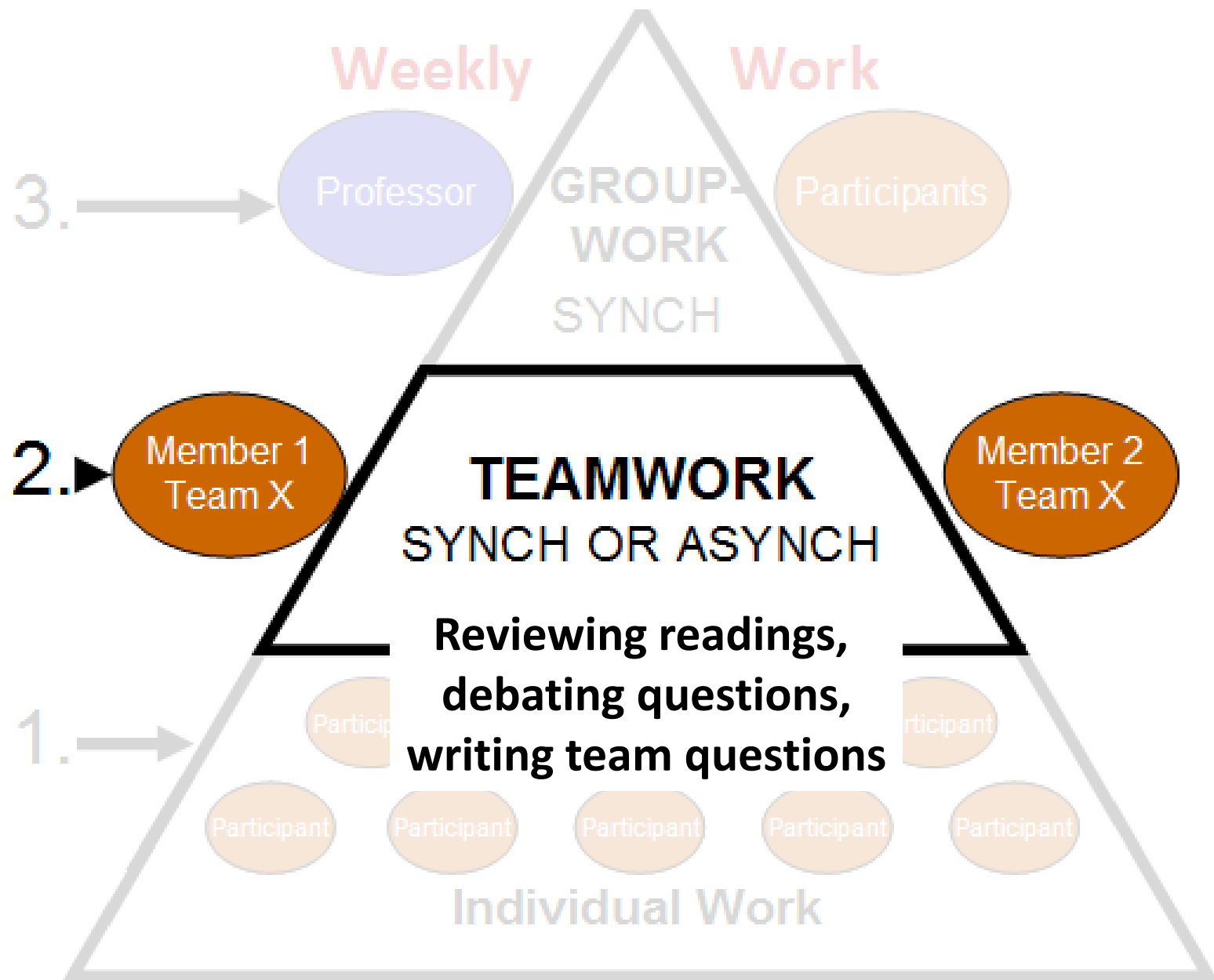


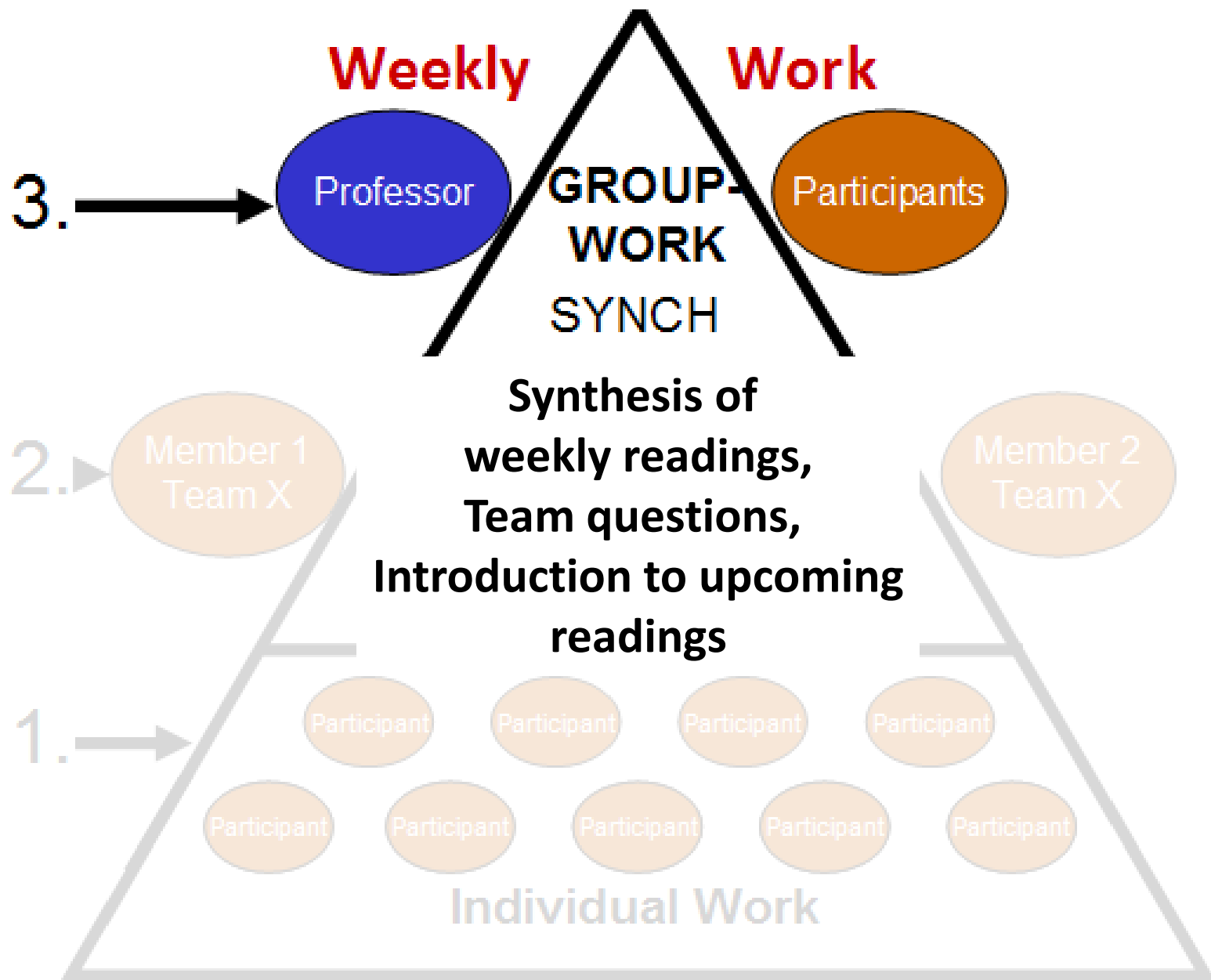
(Quiz on past readings, new weekly readings, online research, writing personal questions)

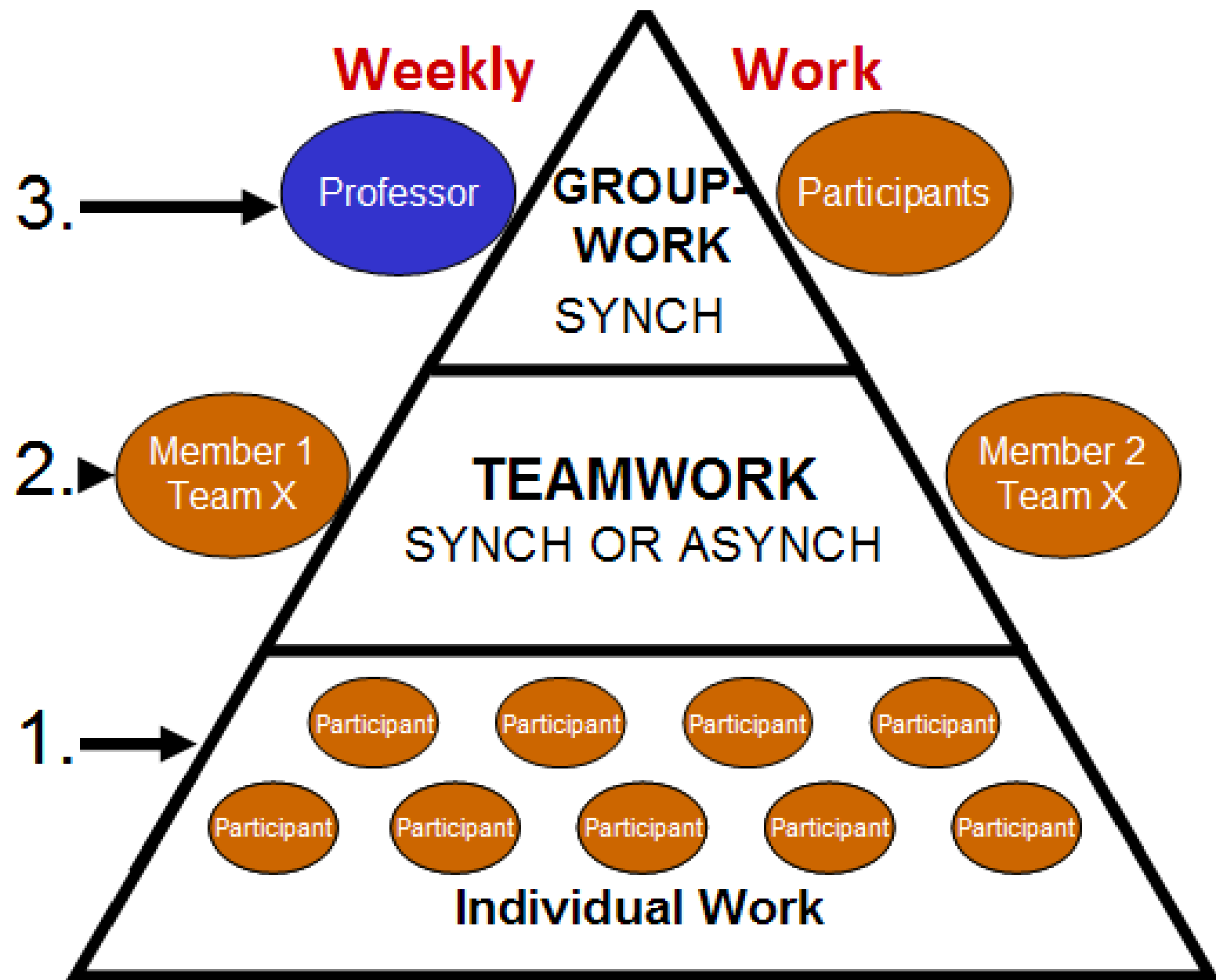


(Quiz on past readings, new weekly readings, online research, writing personal questions)











# Question



Have you ever given or taken a  
blended online learning-designed course  
(BOLD)?

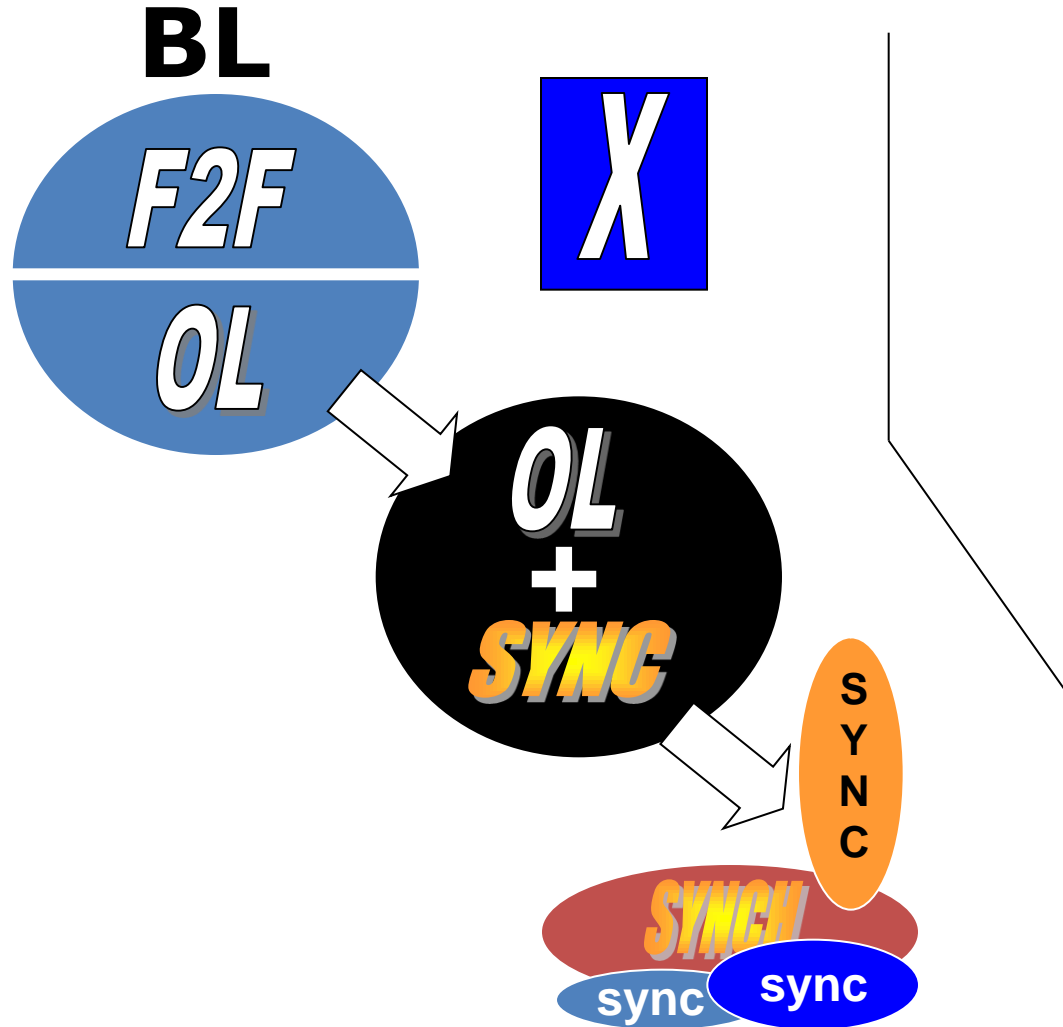
- A. Yes, I have **TAUGHT** a BOLD course!
- B. No, I've never **TAUGHT** a BOLD course.
- C. Yes, I have **TAKEN** a BOLD course!
- D. No, I've never **TAKEN** a BOLD course.

# Overview – Pilot Study

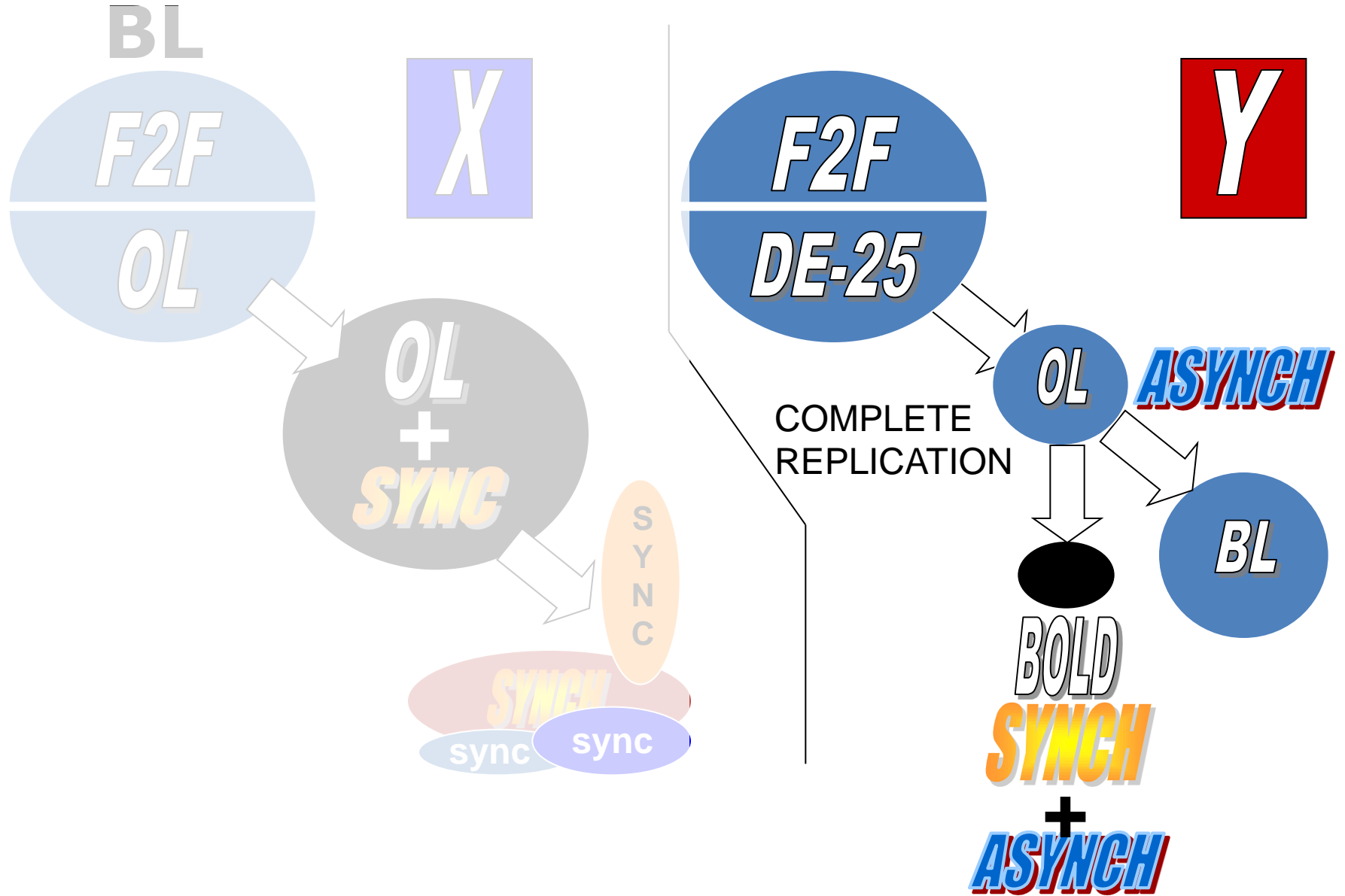
- Distance-based **graduate** courses/programs at
  - **University X** and
  - **University Y**
- **Sample**: Student, Faculty, Administration and Instructional Designer perspectives
- Winter 2009 semester



# 2 Universities, 2 Patterns



# 2 Universities, 2 Patterns





# University X: Online Graduate Courses/Programs

Faculty of Nursing

- Courses

Faculty of Social Work

- Master's Program

Faculty of Education

- Master's and Doctoral Programs



# **X** Graduate Division of Educational Research

Programs		Delivery Format	
Thesis-based	Doctor of Philosophy (PhD)	On-Campus	
	Doctor of Education (EdD)		Online
	Master of Arts (MA)	On-Campus	
	Master of Science (MSc)	On-Campus	
Course-based	Master of Education (MEd)	On-Campus	Online
	Graduate Diploma	On-Campus	Online
	Graduate Certificate	On-Campus	Online

# **X** Graduate Division of Educational Research



- Currently, **more students** enrolled in online programs (~600 students)
- **Core faculty** teach **both** campus and online
- All online courses have **asynchronous** and **synchronous** components



# Learning Management System

The screenshot shows the University X Learning Management System (LMS) interface. At the top, there is a navigation bar with 'Home' and 'Courses' tabs, and icons for home, help, and user profile. The left sidebar contains a list of links: Announcements, Student Home Pages, Course Information, Assignments, Weblogs - Article Critiques, Reading List, Discussion Board, Wiki - Discussion Summaries, Elluminate Live! Communication Tools, Bb/Elluminate Info, Library Information, and My UofC Portal. Below these are 'Tools' with icons for Communication, Course Tools, and Course Map, followed by 'Control Panel' and a 'Refresh' button. The main content area displays the 'University X' logo, a date range 'April 14, 2009 - April 21, 2009', and a post from 'Wed, Mar 05, 2008' titled 'Course Redesign Prototype Project Assessment and Final Course Grades'. The post content includes a greeting, feedback on course redesign papers, information about assessment feedback upload, a request for email contact, and a reminder about the End of the Semester survey. The bottom of the page shows a 'Done' status and the URL 'blackboard.ucalgary.ca'.

Home Courses

Announcements  
Student Home Pages  
Course Information  
Assignments  
Weblogs - Article Critiques  
Reading List  
Discussion Board  
Wiki - Discussion Summaries  
Elluminate Live! Communication Tools  
Bb/Elluminate Info  
Library Information  
My UofC Portal

Tools  
Communication  
Course Tools  
Course Map  
Control Panel  
Refresh

University X

VIEW TODAY VIEW LAST 7 DAYS VIEW LAST 30 DAYS VIEW ALL

April 14, 2009 - April 21, 2009

Wed, Mar 05, 2008 -- *Course Redesign Prototype Project Assessment and Final Course Grades*  
Hi Everyone,

I just finished reviewing and assessing your course/program redesign prototype project papers. WOW, I was VERY impressed with the thought and effort that you put into this assignment and I am really hoping that you will stay in touch with me regarding the piloting and implementation results of your course/program redesigns!!

I have uploaded my assessment feedback for this assignment to the My Grades section of the Blackboard site (Tools menu item - My Grades).

Be sure to email me if you have any questions or concerns about my assessment comments and/or your marks for the course.

Also, I know that this is a VERY busy time of year but it would be great if you could take a few moments to complete the anonymous End of the Semester survey (for me) in our Blackboard site - just 3 very straightforward questions (located in the Course Information section - End of Semester Survey - first link).

Done

blackboard.ucalgary.ca



# Synchronous Communication System

**Elluminate Live! - Tuesday March 4th Session**

File Session View Tools Window Help

**Participants**

11 Participants

**Chat**

Show All

chat

Send to This Room

**Audio - Dr. Norm Vaughan**

Microphone Speaker

Talk

**Whiteboard - Main Room (Scaled 124%)**

Check-In

**Check-In**

- Redesign Project Proposal
- Online Discussion Forum
  - Professional Development
  - Evaluation
- Evaluation Plans for your Redesign Project?

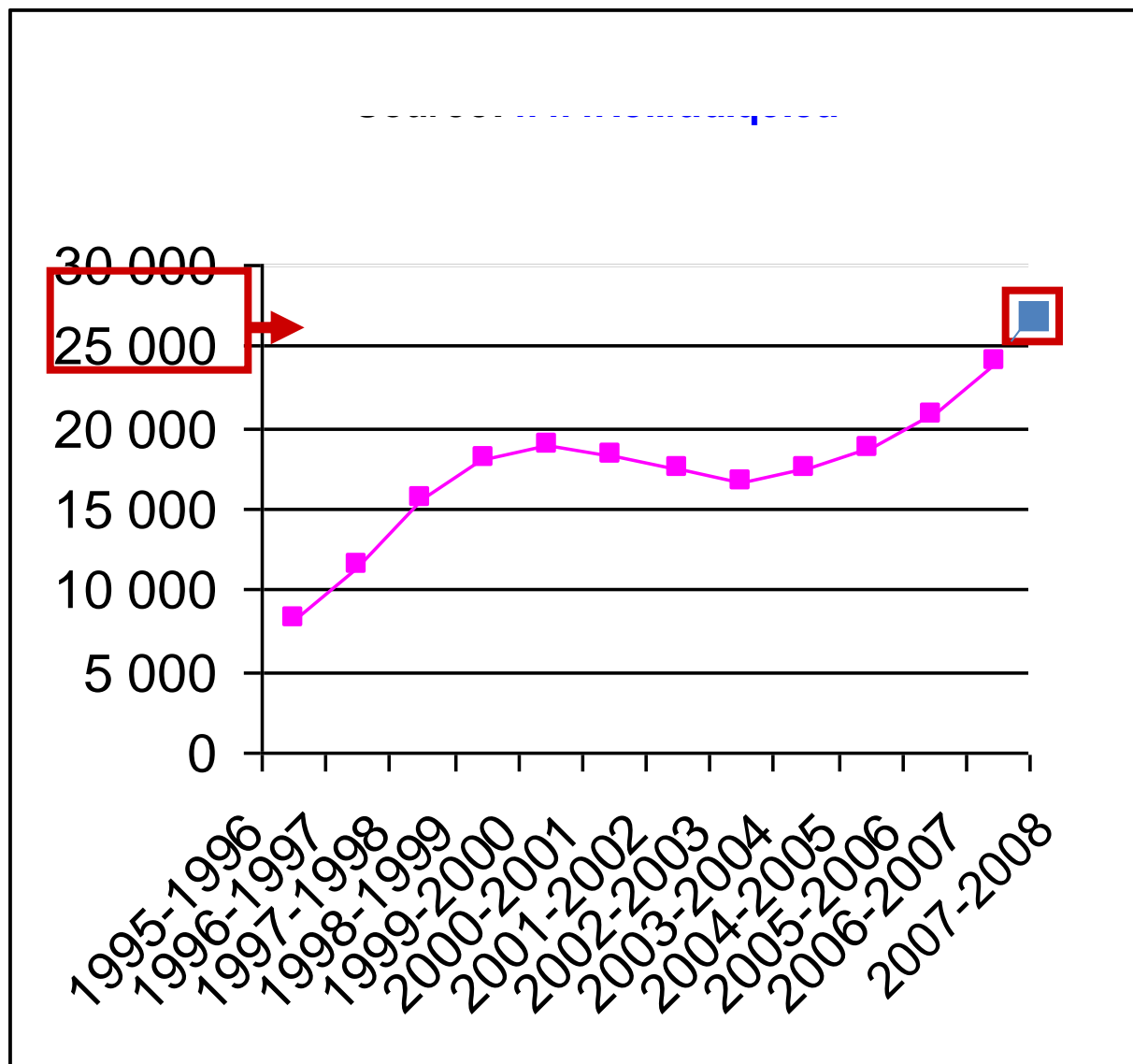
6:10 In session for 21 minutes.

# Distance Education and Online Learning at **University Y**

- 369 courses offered
- 167 under development
- 30 programs
- 75% undergraduate, 25% graduate
- Approx. 26,000 students enrolled (04/09)

Y

# Distance Education Programs - UY





# **Y** Distance-Based Graduate Courses/Programs - **UY**

## Faculty of **Business Administration**

- 2 MBA programs + 3 graduate diplomas
- 3 other graduate short programs (9-15 cr.)

## Faculty of **Education &**

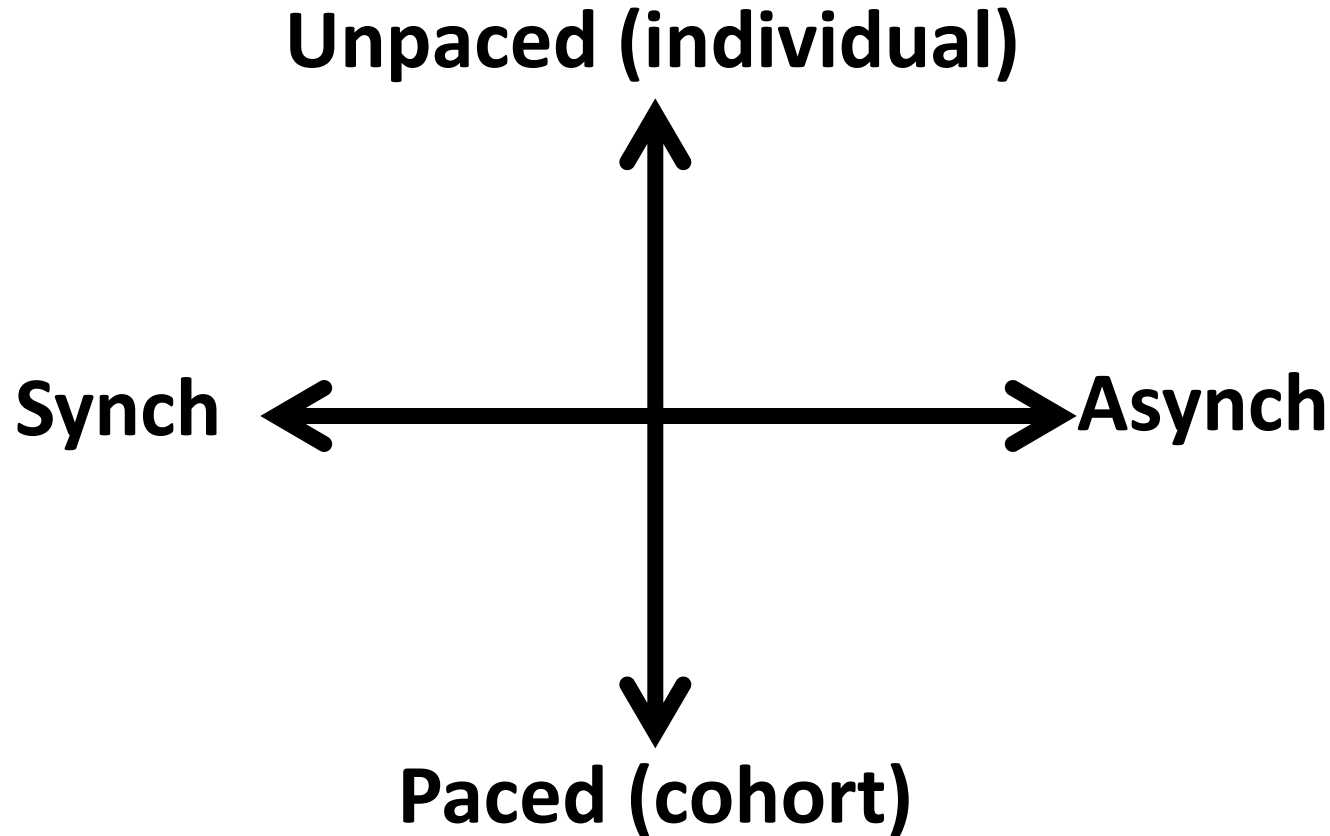
## Faculty of **Social Sciences (BOLD)**

- 1 short program (15 cr.)
- Individual courses



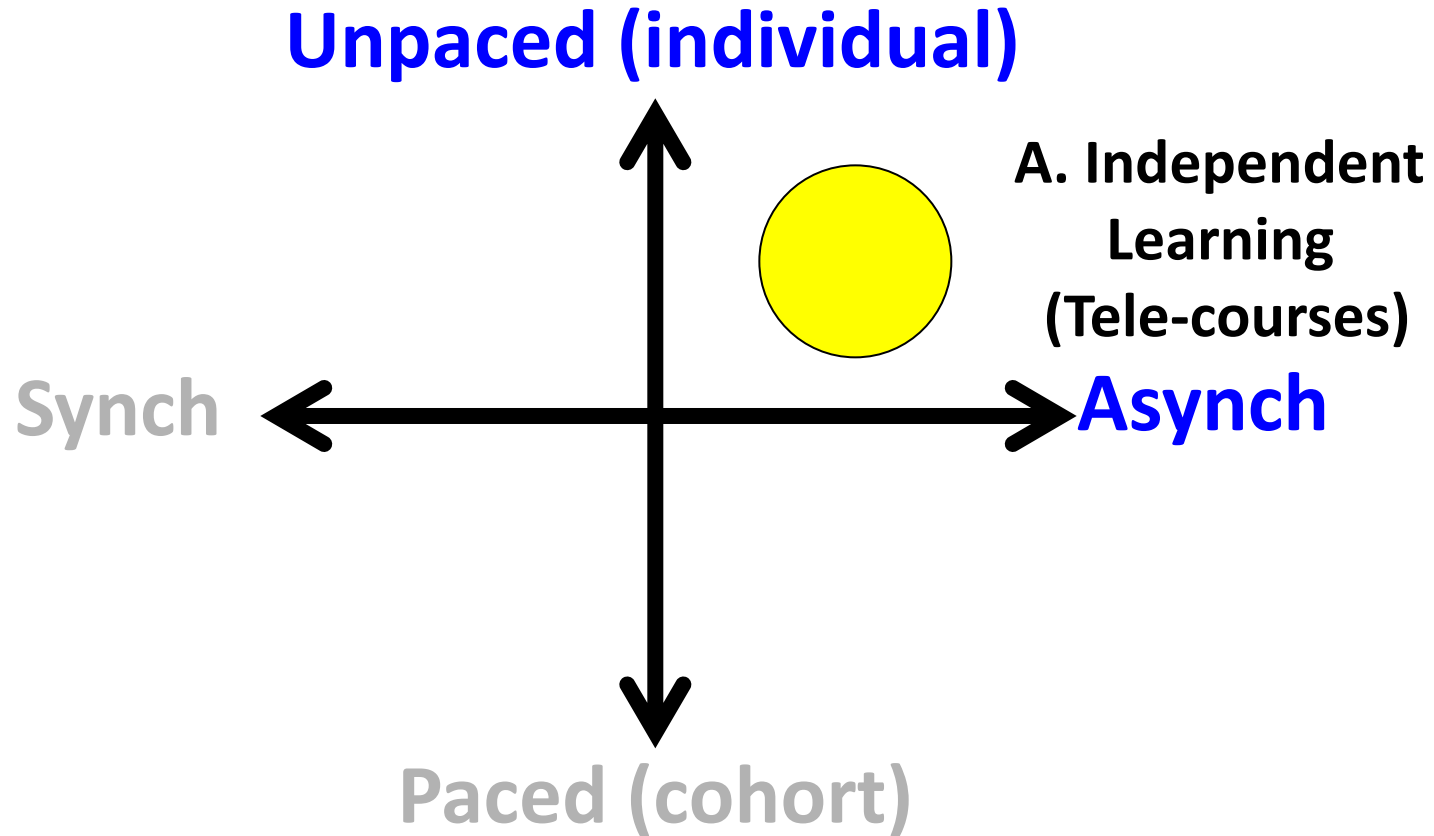
Y

# Types of DE & OL at UY



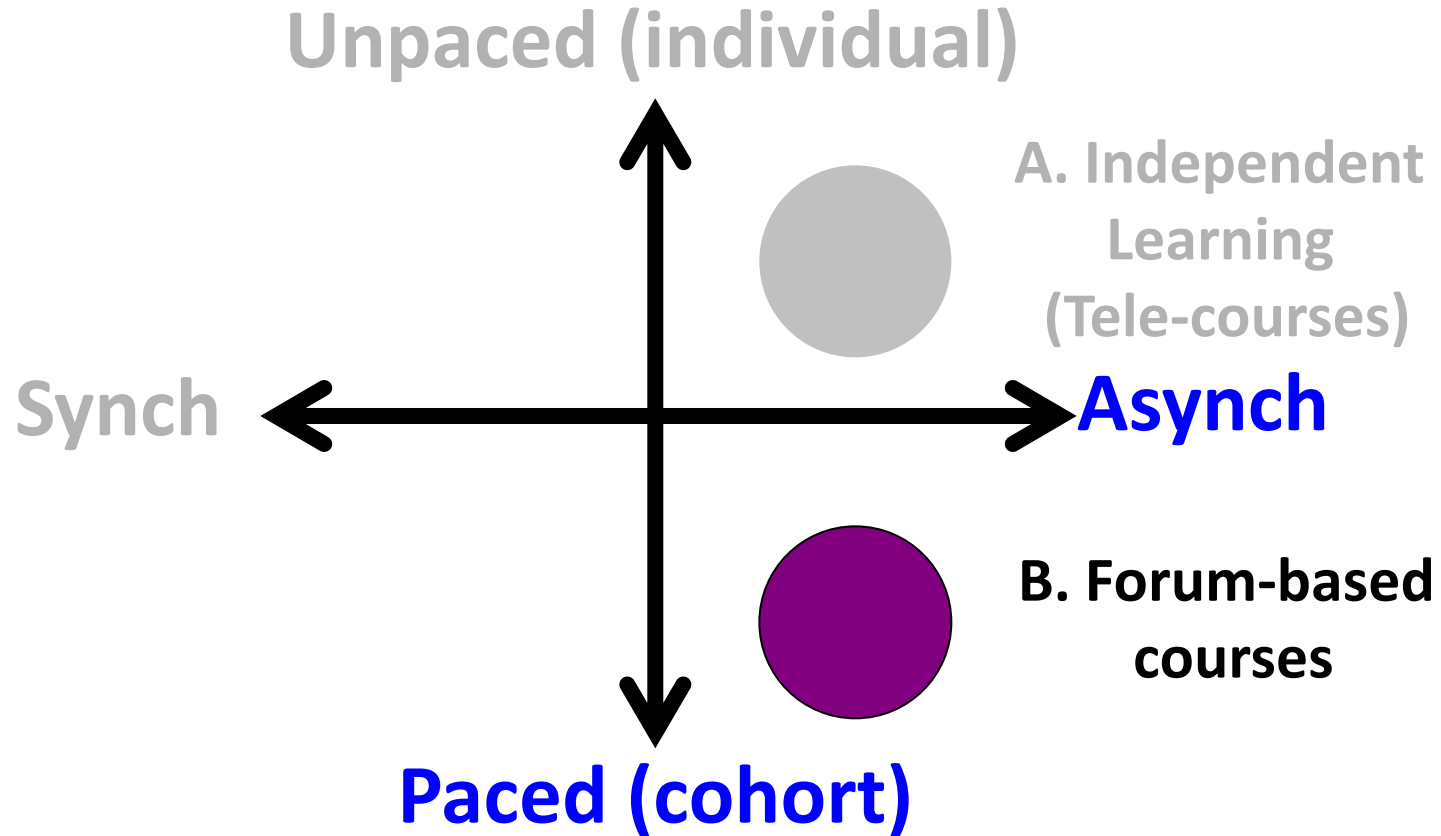
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# Types of DE & OL at UY



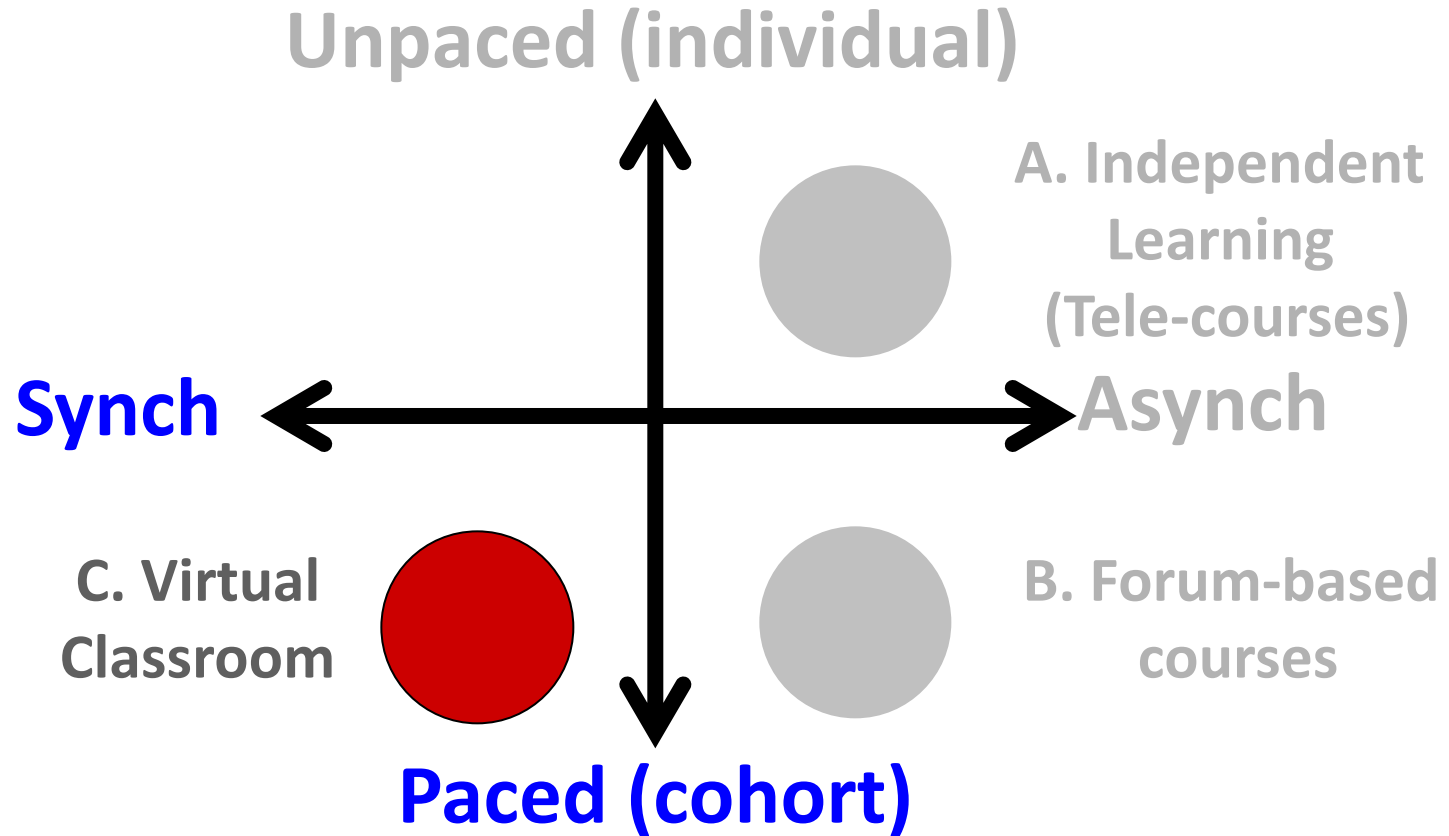
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# Types of DE & OL at UY



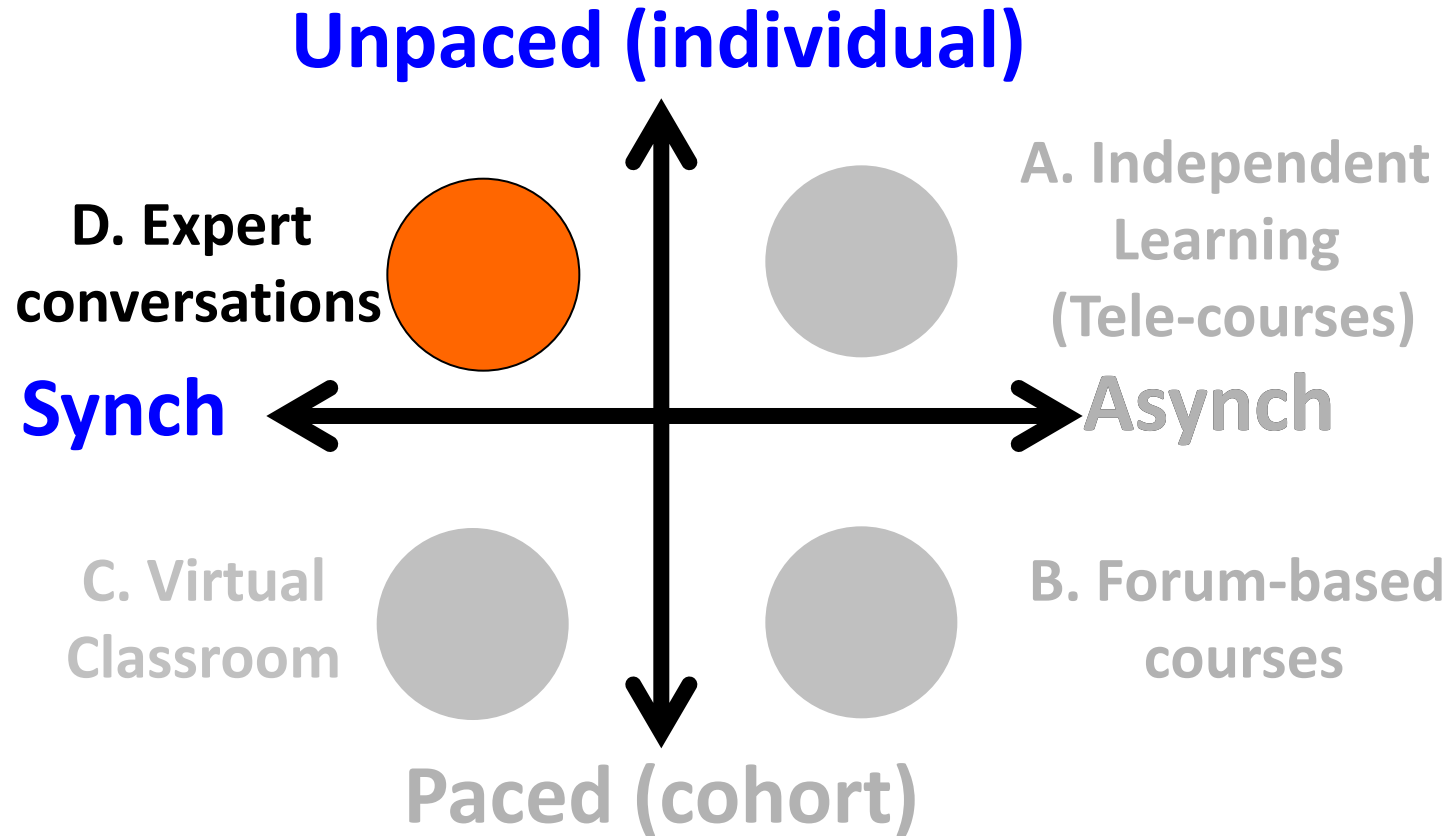
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# Types of DE & OL at UY



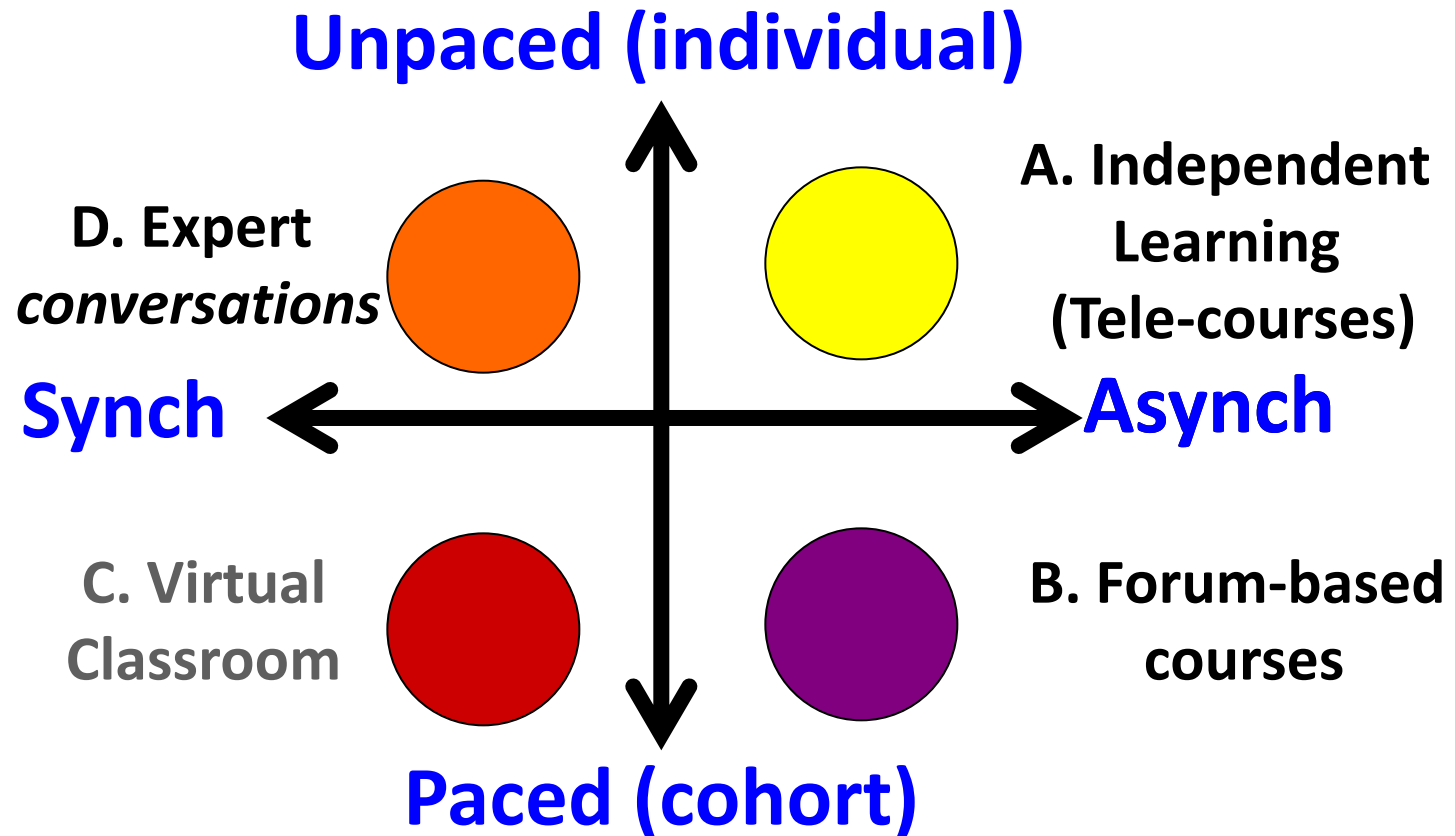
Y

# Types of DE & OL at UY



Y

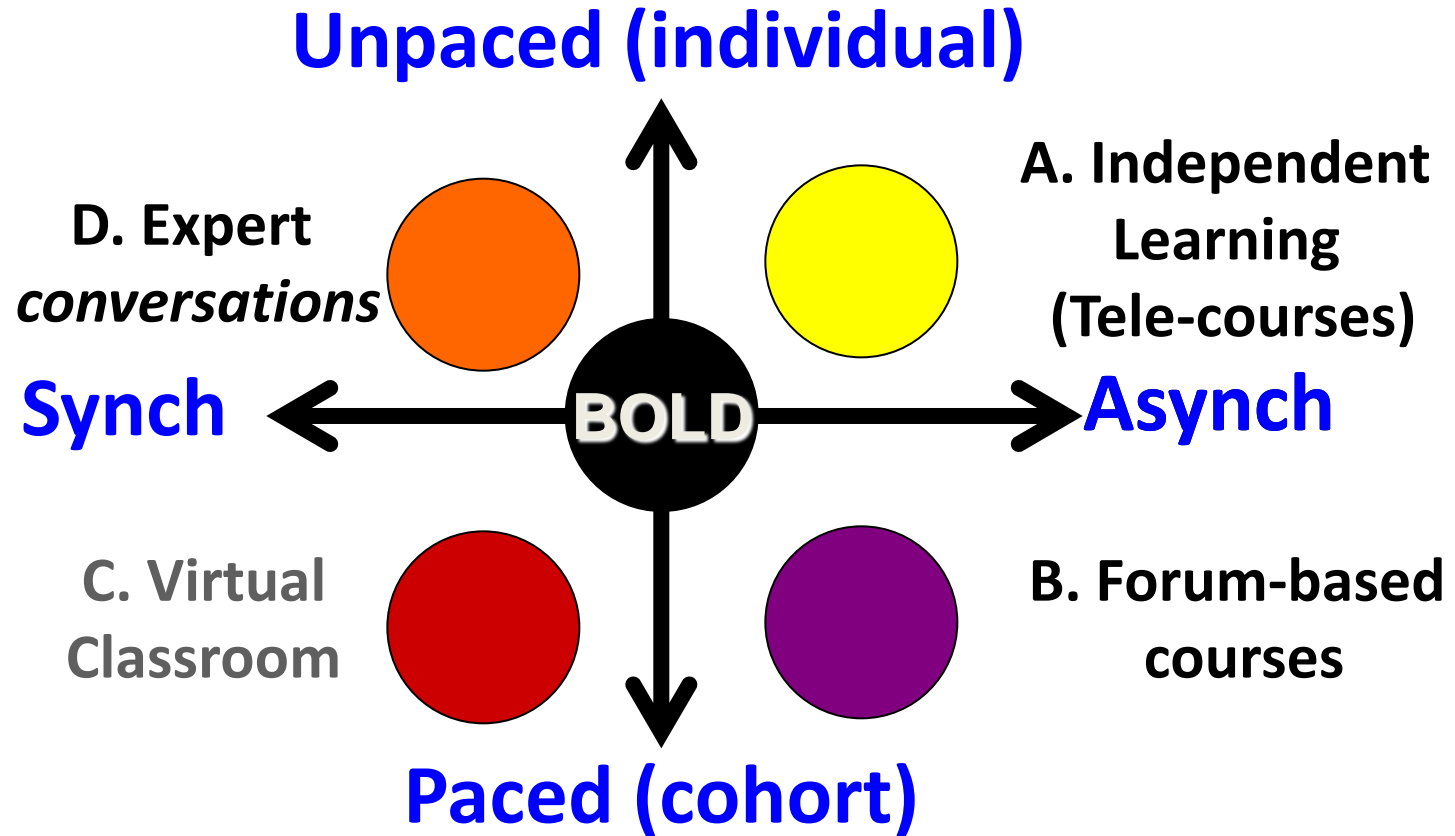
# Types of DE & OL at UY





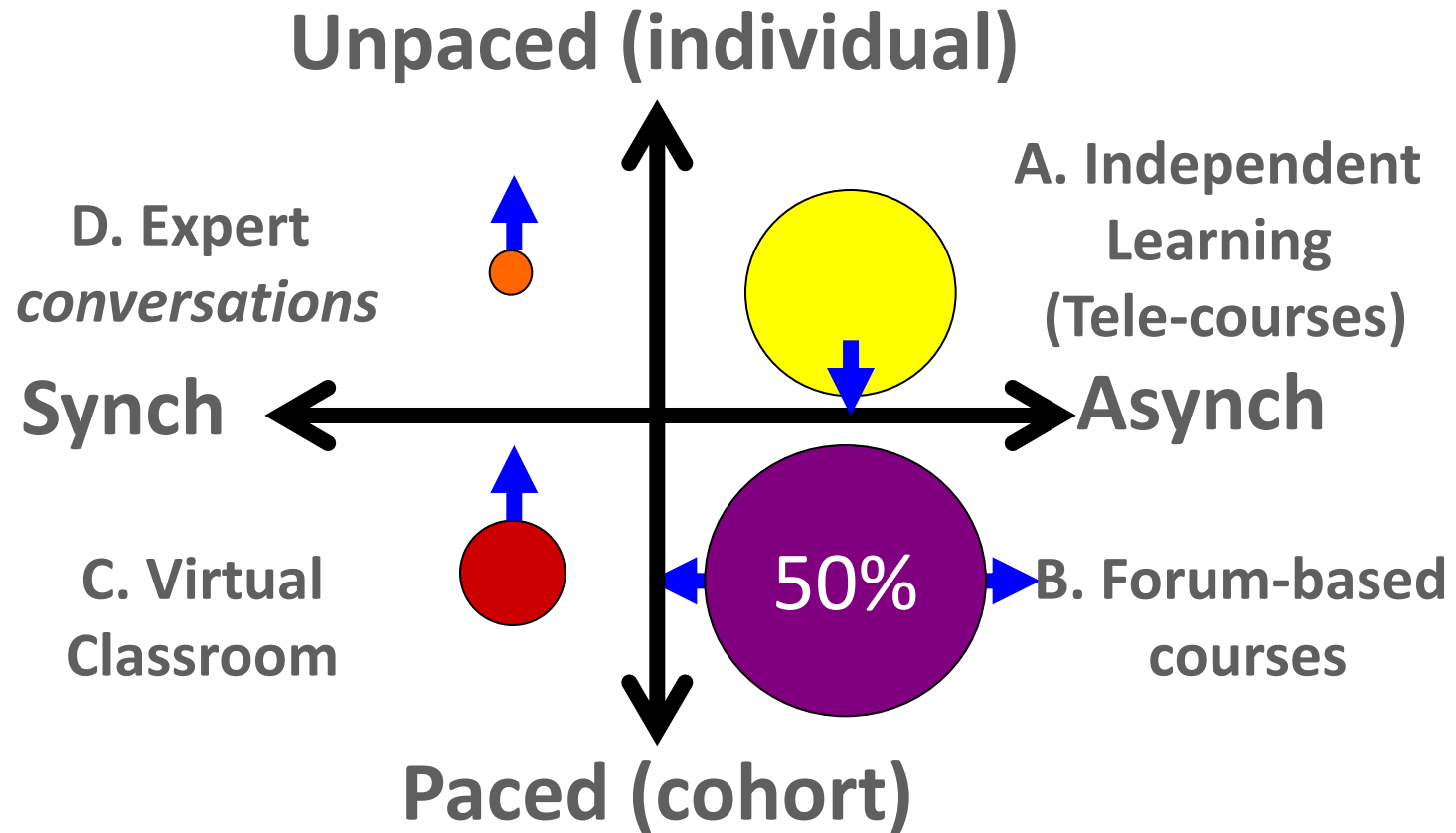
Y

# Types of DE & OL at **UY**



Y

# Types of DE & OL at UY



PROPORTIONS



# Question



Which type of **Distance Education** or **Online Learning** is most prevalent at **your** university/college?

- A. Independent Learning (Tele-courses)
- B. Forum-based courses
- C. Virtual Classroom + Basic website
- D. Expert “conversations”

**X & Y**

## **Pilot Study Questions**

1. *Advantages and disadvantages?*  
*On campus vs. Online?*
2. *Training and support required?*  
*BOLD-based format?*
3. *Transition? F2F- BOLD?*
4. *Recommendations? Colleagues? Peers?*

**X & Y**

# **PILOT STUDY Participants**



**University X**

**University Y**

STUDENTS		FACULTY		ADMIN	IDs
	↓	↓	↓	↓	
	18	03	03	04	
	14	03	03	03	

# UX - STUDENTS

- “(BOLD) allows multiple forms of communication and interaction between peers and professors”.
- “I can participate in graduate courses from the comfort of my home without the hassle and stress of commuting to campus”.
- “Responsibility is evenly distributed between teachers and students”.

# UY-STUDENTS

- “It [BOLD] works for my family circumstances: even if I’m busy in class, I’m home... no parking fees, no driving, no wasting time driving to university, same quality instruction...”
- “I choose where I want to study, so I create my own comfortable, physical environment”.



## UY- STUDENTS

- ...instruction ...same quality as on campus in F2F or even better,... same group reflection process, more opportunity for conversation, easier to have guest speakers, lots of 'space' for personal expression, .. saves me time, no driving, fewer expenses, don't have to get dressed up or prepare a lunch... ”

## UX - FACULTY

- “I’m not ‘trapped’ in a classroom”.
- “Mixing the communication technologies create very interesting learning spaces”.
- “Students and faculty are physically separated but psychologically connected and engaged”.
- “It’s easier to integrate external subject matter experts”.

## UY- FACULTY

- “At first, I wondered if the system would work reliably. It did. No glitches at all”.
- “I needed some tech support to get going but by week 4, I was on my own. I knew what I had to do and how to do it”.
- (Full Professor) “This was one of the most enjoyable courses I have ever given. I don’t intend to go back into the classroom”.
- There is no difference (on campus, online) ”.

## UY- FACULTY

- “What I like is that I’m in my office and I have everything I need. If I need to consult a book, an article, there it is. If I need a slide or a figure, I just snapshot it. It sure beats lugging my computer and materials halfway across campus (to give a course)”.
- “I had to attend a conference in France during the term. Normally, I’d have lost a class or two. This time, I taught from my hotel room”.

## UX - ADMIN

- “There is revenue generation potential through expanded access to graduate courses”.
- “...equity of access... same courses are offered with same core faculty...”.
- “...continuous professional development, spanning time and distance...”.

## UY-ADMIN

- “ Reaching students wherever they are, especially at the graduate level...”
- “ We can offer specialty courses which currently have low enrolment levels”.
- “ Some students may find it limiting... there may be scheduling issues...”;
- “ ...it’s still too early to say.. We’re still experimenting with it [the virtual classroom]”.

## UX - IDs

- “There is the potential to create a more active learning environment for all students”.
- “It’s important for ESL students as they can re-read the discussion forum postings or re-play a synchronous online discussion”.
- “It’s easier and more efficient to monitor individual student participation”.



## UY- IDs

- “ ...we’re able to reach out to students who would normally not come on campus...”
- “ We’re able to do more in a virtual class than in a regular classroom because courses are better designed ”.
- “ Lower attrition in a synchronous classroom course than in an asynchronous course...”
- “Better for the student... can listen to the course ”
- “I’m worried about lower levels of design...”.



# Question



**So what do we do NOW?**

A. Pretend none of this happened.



# Question



**So what do we do NOW?**

- A. Pretend none of this happened.
- B. Dig a very deep hole and crawl in.



# Question



**So what do we do NOW?**

- A. Pretend none of this happened.
- B. Dig a very deep hole and crawl in.
- C. Go for an extended cruise to Somalia.



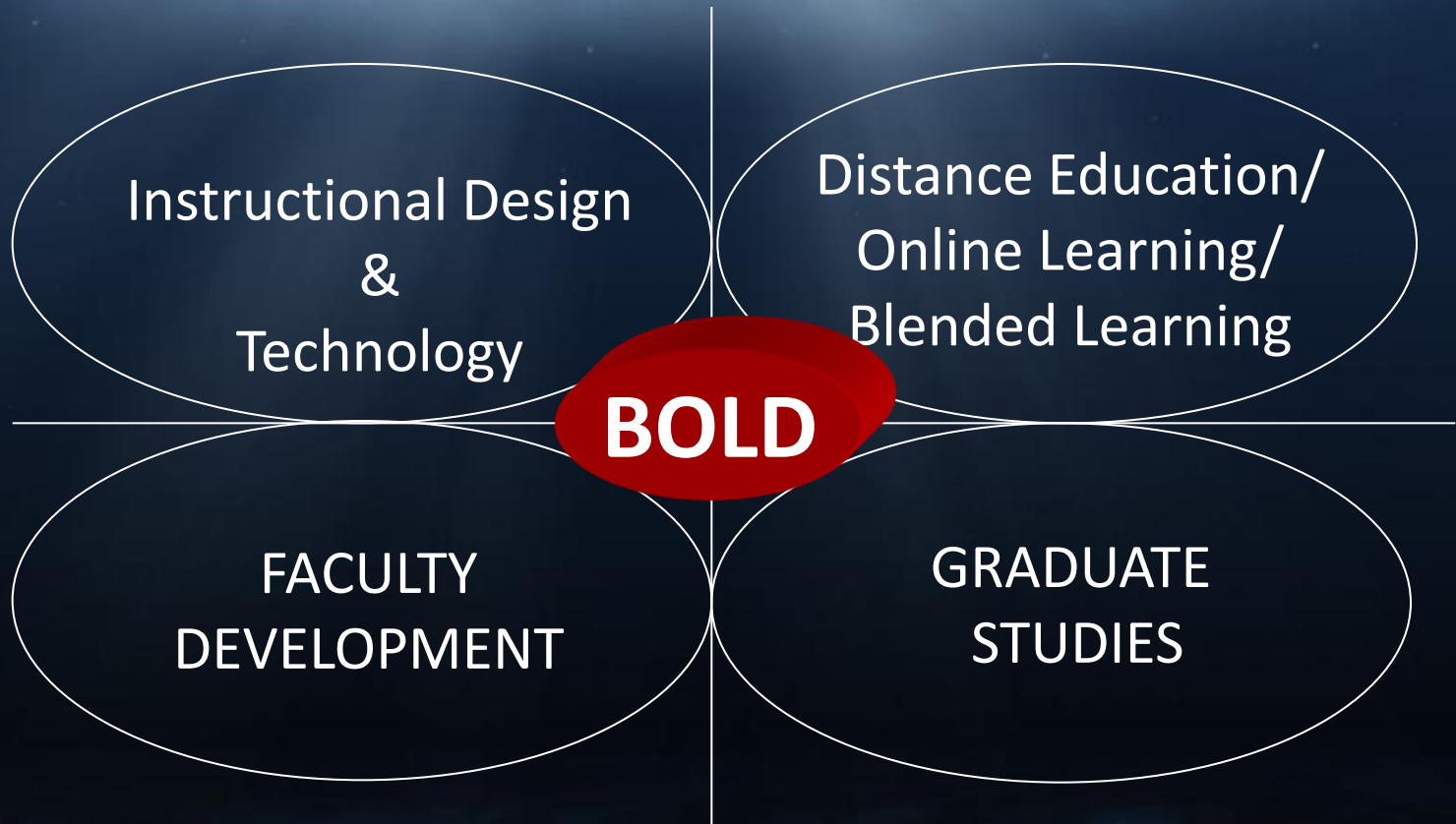
# Question



**So what do we do NOW?**

- A. Pretend none of this happened.
- B. Dig a very deep hole and crawl in.
- C. Go for an extended cruise to Somalia.
- D. Consider trying BOLD...

# BOLD Research and Researchers



ARE YOU A BOLD RESEARCHER?

# Thank you!

## Mike & Norm



[michael.power@fse.ulaval.ca](mailto:michael.power@fse.ulaval.ca)



[nvaughan@mtroyal.ca](mailto:nvaughan@mtroyal.ca)

[www.bold-research.org](http://www.bold-research.org)